

THE A T A MAGAZINE



Ricky Sharpe, World's Wheat King

CNR Photo

DECEMBER, 1950

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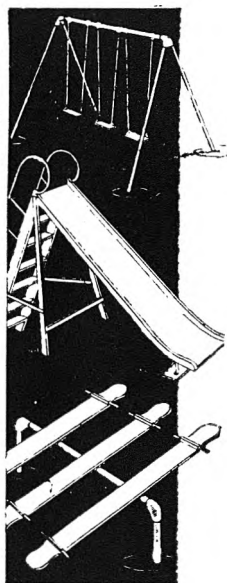
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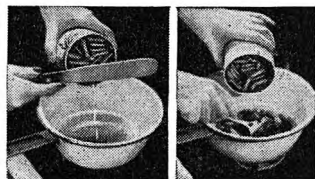
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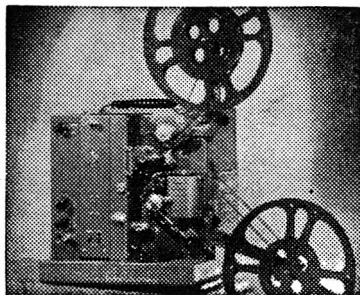
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THE AT A MAGAZINE

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Editorial

ALBERTA TEACHERS' ASSOCIATION

1918-1950

G. D. MISENER

Just what the status of Alberta teachers would be without the Alberta Teachers' Association is difficult to imagine. Dr. G. D. Misener, our first president, compares the strength of the Association and the domination of the teachers by the Department of Education in 1918 with the situation today.

Progress (or Cycle)

IN 1915 the administration of education in Alberta headed by the Department of Education was a strictly paternalistic system with an occasional trend towards dictatorship. The spring and fall conventions were presided over by officials of the Department; and when a senior principal was finally nominated and elected to head an Edmonton fall convention, his advancement was noted to be a distinct innovation. There was no continuity of business. Resolutions, rather in the form of petitions, were passed from year to year and never heard of again. The purpose of the conventions appeared to be to listen respectfully to speakers, and to start from scratch each year.



G. D. MISENER,
First President of the ATA.
Retired June 30, 1950.

Convention of 1917

At the Easter meeting of the Alberta Educational Association in Calgary, 1917, a decided innovation took place. There was a spirited fight to gain and retain the floor amid cries for the next speaker, who happened to be the last one for that afternoon. Dr. Coffin, principal of Calgary Normal, who was in the chair, played the game fairly. Three resolutions were passed: G. D. Misener of Edmonton and C. E. Leppard of Calgary were appointed acting president and vice-president of an Alberta Teachers' Alliance; a small sum of money to cover necessary expenses was voted from the treasury; the two appointees were given authority to choose a general secretary-treasurer. While former resolutions embodying some such idea had been referred to departmental

officials, this event marked the real birth of the ATA in Alberta.

The writer met the late John W. Barnett while he, like Cincinnatus of old, was cultivating a plot of ground; and spent the greater part of the afternoon persuading him to assume the duties of general secretary-treasurer of the new organization. I am sure that my readers will agree that the decision made that afternoon proved to be a highlight in all our careers. Another notable addition to our numbers was a young solicitor who had recently left teaching to practice law, the late George H. Van Allen.

Early Years Difficult

The early years of the ATA were a hard struggle. The teachers themselves had to be persuaded that there might be some advantages in the new organization. At the end of the first year we had succeeded with considerable difficulty in bringing in four city locals: Calgary, Medicine Hat, Lethbridge, and Edmonton. The levy was 35¢ per member paid from the treasuries of the local organizations. It took longer, with no end of propaganda and canvassing, to persuade a few country teachers to become members.

At the end of two years the magazine was started, and the secretary-treaship became a full time job. Other important gains followed.

At our second annual meeting held in the Calgary Public Library, we set \$1200 as a minimum teacher's salary and notified the membership to hold out for that amount. \$840 was the amount stipulated in all teachers' contract forms, and it took years to get that figure deleted.

From the Edmonton high school teachers' strike we gained the right to have representatives speak for us at school board meetings. This opened the way to collective bargaining and regular salary schedules.

Advances Since 1936

By *The Teaching Profession Act* the Alberta Teachers' Association became the legal professional organization of Alberta teachers. Membership became compulsory and fees were deductible from salaries.

We gained recognition for the School of Education as a department of the University of Alberta. Formerly it had been the responsibility of the dean of the department of philosophy.

It took long years for us to get any pension plan started. Now our *Teachers' Retirement Fund Act* is one of the best.

In one generation the teachers of Alberta have developed from an unorganized herd into a highly complex professional organization. Almost any copy of *The ATA Magazine* reports our educational advances in investigations, workshop training of teachers, library facilities, and local administration. With our new building as a permanent center, and by continued careful planning for public service, who can tell what advances the next generation of teachers may make?

Our President's Column

DOES the ATA have the backing of its membership for criticisms now being levelled at the Government's Department of Education, or are these criticisms only the opinions of the Executive of the ATA?

This general query, supplemented by specific questions on shortage and standards, highlighted Hon. Ivan Casey's address to teachers in the Calgary District Convention on November 2.

We do not dispute the right of the minister to criticize our views on matters in education. We do challenge his right to insinuate that public statements made by executive officers are not the collective opinion of ATA membership. Resort to this type of attack, when criticism bites, is not new—and one with which we have met before. There can be little doubt that it is aimed at driving a wedge between the Executive and the membership.

It should be clear from the outset that the Executive of the Alberta Teachers' Association holds its officers responsible for public statements or authorizes the general nature of such. It should be equally clear that the Executive is responsible for its interpretation of Alberta Teachers' Association policy to the Annual General Meeting—the parliament of our membership. Individually and collectively, the Executive is responsible to the teachers of Alberta for its actions and to no other persons or groups.

Alberta Teachers' Association policy is not evolved by whim—it is an on-going, developing frame of reference, from which we draw our sense of obligation to education and our concern for matters affecting our profession. Despite allegations to the contrary, it is not chameleon in character; it is in essence the same as it

has been from the inception of our organization. We do not claim infallibility in our interpretations of policy but we do claim that the teachers of Alberta in their Annual General Meeting have been and are the best judges on that score.

It is asserted that our relationships with the Department are deteriorating by reason of continued criticism. Specifically, our official attitude on teacher shortage and teacher training is questioned. We are told that longer training and higher standards will not solve the teacher shortage. We are told that higher salaries do not provide the answer. We are told that if teachers will not go to one-room rural schools the Government will take steps to staff such schools whether it meets with ATA approval or not.

If there is deterioration in relationships between the Alberta Teachers' Association and the Department it is because of opinions and attitudes, which are a complete negation of basic ATA policy. They are intolerable from a professional point of view and will guarantee our continued criticism of opinions of this nature.

We have objected to the general policy for teacher recruitment; we have objected to the relaxation of standards of admission to the Faculty of Education; we have objected to the low entrance requirements; we have asserted the conviction that the period of training should be lengthened. We may be told that the Government will put anybody in the schools in order to keep them open, but statements such as these only serve to emphasize our doubts of the purpose and intent of those charged with solving the shortage of teachers.

The minister knows that we are just as interested as he is, as anyone is, in staffing our schools with qualified,

certificated teachers, not with non-qualified, academically-deficient, or short-course persons. We maintain, unalterably, that putting such people in our schools is not solving the teacher shortage—it is a make-shift and an unworthy attempt to discharge a grave public responsibility. This is, in larger part, the issue on which the present controversy centres. For our part we intend to criticize, at length, and on every occasion, any attempt to solve the teacher shortage by such methods. We believe it to be a muddling approach to a problem of first rate importance to the classrooms of today and tomorrow.

Mr. Casey has said, from time to time, that higher salaries will not attract people into teaching. He points to the general raise in average salaries over the past decade and to the continued shortage in support of his contention. Again, we differ. The minister must know that present salaries bear the same or a slightly poorer relationship with salaries being paid in occupations demanding comparable initial and inservice training. There has been much loose talk about teachers' high salaries—talk that is bluntly contradicted by the statistics of wage and salaried persons in all earning groups. Perhaps if we tried raising teachers' salaries to the point where they showed some relationship to

those paid other professional people we might be able to observe whether higher salaries had any effect on the shortage. As we have said before, increases in teachers' salaries, while significant in amount, still lag behind increases in average earnings in industry, business, and other professional groups—that by equating the cost-of-living, present salaries show an actual decline in upper brackets of pre-war earnings.

At the same time that we take issue with the Government or the Department of Education on matters in which we have concern, we still stand ready and anxious to exchange views and submit official representation respecting many matters of common educational interest. We have had reason in the past to value such conferences; we naturally entertain the same high hopes for joint discussions in the future. We do not for a moment believe that there is any thought of a price being placed on the right to request and expect meetings with the Government and Department officials. If there is—we must choose to speak without fear or favour for in that position alone can our conscience survive.

May I wish at the Yuletide Season, the deepest happiness of Christmas and all it means to you and to yours.

F. J. C. SEYMOUR.

There is much to be said for teachers joining public bodies . . . It is desirable that all teachers with the necessary gifts and inclinations should associate themselves with the day-to-day life of the community in which they are serving . . . Every encouragement should be given to participate in such activities, provided there is no diminution of teaching efficiency. Community service of whatever type, seriously undertaken, will be a powerful factor in raising the status of the profession.

—The Scottish Education Department.

Democratic Education Must Be Practiced

WILBUR A. YAUCH

Associate Professor of Education
Ohio University

THERE is nothing so loathesome as a visitor to a foreign country who presumes to speak authoritatively about that country on the basis of a week's visit. Since I can claim only that amount of knowledge of Canada, and more particularly, a small section of Alberta Province, I hesitate to make any generalizations. However, I should like to hazard one—both Canada and the United States face the same problem in education, that of putting democratic theory into practice.

As I talked with teachers, superintendents, representatives of the teachers' association, the faculty of education at the University of Alberta, and the provincial department of education, I was constantly impressed by the fact that their conversation sounded very much like home. If I shut my eyes to the differences in scenery I could easily be persuaded that I was still in Athens, Ohio, talking to our elementary teachers.

If this interesting experience can be taken as representative, it might help to analyze our common problem in hope that some practical solution may be found.

As I see it, the schools of both countries are faced with the necessity of putting democracy to work. We might well plead for a moratorium on further amplification of theory, and ask for some help in discovering ways of putting into practice what we already know. George de Huszar, in his interesting little book, *Practical Applications of Democracy*, (Harper, 1945), suggests that we divide democracy into two categories: "talk-democ-

racy" and "do-democracy." We have had enough "talk-democracy" to last us for many years. What we need now is some "do-democracy." This is what this article is about.

In looking for a clue to solve our problem, we might take a leaf from the book of experience in totalitarian countries. Prewar dictatorships in Italy and Germany had no such confusion as ours. Mussolini and Hitler saw clearly that if they wished to educate a citizenry dedicated to the objectives of the State, systematic instruction in those objectives was mandatory. Not only were the objectives intensively taught, but more importantly, they were taught *in experience*. Both children and adults lived totalitarianism in all their waking hours. They were keen enough to see that success of their program depended primarily on the quality of their educational effort.

Can we afford to settle for less in our democracies? With the spectre of another totalitarian country, with an educational program even more effectively organized, staring us in the face, nothing but an all-out effort on our part is demanded. If autocracies can succeed in perpetuating and furthering their way of life through systematic education, does it not follow that the same may be said for democracies? We, too, have a way of life that depends upon an organized educational program for its sustenance and cultivation.

Once this general premise is accepted, our next step is to discover the ways and means of implementing it. In America, we have generally

tried to find the solution in terms of system-wide organization. The superintendent acts as democratic leader and attempts to get teacher participation through committee organization. Since most of our school systems are large, this inevitably breaks down of its own weight, degenerating into political machinations and maneuvering for status and special interest.

One of the most dynamic concepts of the democratic process is its concern for the individual. The individual can only be truly served in a face-to-face relationship, where he counts as an individual and not as a member of a group. It is my considered judgment that our attempts to democratize education from the top down is doomed to failure primarily because it ignores this basic fact.

Regardless of the differences in administrative organization in Canada and the United States, I believe there is one way to put democracy into action that will work in both systems. Each is organized basically around the individual school, where teachers meet a group of children coming from a common community. The majority of schools in both countries is composed of a sufficiently small number of teachers to form a cooperative democratic group, in which the members may get to know one another as people, and work out their problems with this in mind.

If we begin with this unit as a starting point, it is possible to perceive its extension both upward and downward in terms of administrative organization. But, first, let us see what is implied at the individual school level.

Putting democracy to work in the individual school implies that the teachers will get together and plan their own curriculum and course of study. This will be carried on under the wise leadership of a local administrator, whom we call "principal" in

Dr. Yauch was in Alberta this year as guest speaker at the Two Hills and Lac La Biche fall conventions.

the United States. The work for all children from the kindergarten through the elementary grades will be planned cooperatively by all teachers in broad outline. The kindergarten teacher will be as interested in what happens to her children in the sixth grade as the sixth grade teacher will be in having a share in determining the experiences children will have before they come to her.

It is true that, under these circumstances, individual school programs may differ, some rather widely. But, what could be more democratic than an effort to work out children's educational problems in terms of their needs in the local community? Since communities differ, should not the educational programs reflect those differences?

Concern for the possible variations in programs may be allayed by projecting this plan upward to the next administrative level. In the case of Canada this would be the division, with the superintendent as the chief executive officer. Under democratic organization his task would be that of unifying the thinking and planning of the local school heads. Broader concepts of curriculum, interpretation of provincial or dominion needs and objectives, consideration of divisional problems would be cooperative attacked and defined. These, then, would give direction to the curriculum planning going on at the school level.

Application of democratic principles to the level of action smaller than the single school implies that the individual teacher, with her pupils, would form another democratic group. The day by day planning for the fulfillment of the curriculum plans made by the teachers

as a whole would be the content of their deliberations. Within the framework provided by the staff each teacher would invite her pupils, always in terms of their capacity to participate, to take part in making plans for the daily program.

The single most important virtue of the above plan is that it implements what I consider one of the cardinal principles of democracy — everyone affected by a decision should have some share in determining what it shall be. Planning together in small enough groups to allow everyone an opportunity to have his say is the most effective method of practicing this principle.

Democracy must permeate all aspects of human endeavor if we hope successfully to challenge the proselytizers of other ways of life, particularly that promulgated by the Soviet Union. We need to begin at the earliest possible moment, and keep everlastingly at it throughout life. If each teacher consciously introduces democratic experiences at the beginning of formal school attendance, with each year adding a measure of growth in understanding and skill, the public school system will have consummated the purpose for which it was conceived. Teachers need this experience nearly as desperately as do children. Administrators at all levels must measure up to their responsibilities and provide this experience. Through a system of school representation in divisional and provincial activities, the whole system will be permeated with the democratic spirit.

In an article of this length it is inevitable that more questions will be raised than answered. I am con-

scious of the fact that I have left much unsaid. The role of the public has been deliberately left untouched, although the reader may be able to supply the missing data. For instance, it should be apparent that the parents and patrons of the local school should and must have a voice in determining the character of the curriculum.

The "how" of all this is a complicated problem that cannot be treated in a short article. I hope the reader will be magnanimous and permit a little self-promotion in the spirit in which it is meant. Since I have been particularly interested in this problem of application of democracy to the affairs of the single school, I have dared to express these thoughts in a recent book, entitled, *Improving Human Relations in School Administration*. (Harper, 1949). With no false modesty I suggest that interested persons read the book for at least one interpretation of what democracy looks like when put into practice.

These are critical times, ones that challenge the best in all of us. If H. G. Wells thought over twenty-five years ago that the world was then in a race between education and catastrophe, what would he say about the present situation? I am sure he would insist that our only hope of eventual victory depends upon public school teachers devoting their full energies to this problem of teaching for democracy. Modern psychologists would add that this teaching must be more than mere verbalization. It must truly affect the lives of all it touches through experience. We need to learn how to practice "do-democracy."

Education is the soundest social insurance which can be employed, and the nation which neglects it is inviting disaster. What we want in the people we must put in the schools.

—Georgia Education Journal.

English Language for the Senior High School

M. H. SCARGILL
Assistant Professor of English
University of Alberta

SINCE THE appearance of my article *The Need for English Grammar* in a recent issue of *The ATA Magazine*, I have been asked to say just how the high school teacher might carry out the suggestions which I made then.

In the teaching of English, the instructor has to do two things: teach the correct use of the spoken word; teach the correct use of the written word.

The Spoken Word

The main causes of incorrect use of the spoken word can be classified in five groups:

(1) Inability to produce a given sound because of the failure to form a correct mental picture of the sound itself and of the muscular processes involved in making the sound: "throm" instead of "from."

(2) The substitution of a sound known to the speaker for another sound not known to him: the frequent Ukrainian substitution of *t* for *th* in such words as "think."

(3) Errors in pronunciation arising from bad spelling: "mischievious" for *mischievous*."

(4) Errors due to analogy: "hunderdth" and "height-th" on the analogy of "sixth" and "breadth."

(5) Errors which are the result of physical or mental defects such as cleft-palate or infantile perseveration (producing a lisp).

Errors in pronunciation in group (5) do not come within the province of the average teacher, and any attempt to "correct" such errors can be very dangerous.

Errors under (3) and (4) can be corrected by the teaching of spelling.

Errors under (1) and (2) can be corrected, provided that the teacher has the time and the equipment necessary for an elementary form of speech therapy. An essential instrument is some form of voice recorder. Few students will believe that their pronunciation is wrong unless they actually hear it themselves. A good deal can be done by teaching students just how the various sounds of speech are produced and by getting them to practice "tongue-twisters." The teacher should always take great care of his own pronunciation, as he is the principal model for his students. If possible, records of good speakers should be played to the students.

The Written Word

One of the most important things in teaching the correct use of the written word to senior students is to give them a "feeling for language." Students should be given enough information to allow them to see that language is not an arbitrary imposition, but a sound means of expression, developed on lines which are mainly for the best.

Senior students should have a sound basis of grammar, spelling, and punctuation, formed in their early school years, and the purpose of the senior course must be to co-ordinate and account for this knowledge. Senior students should be in a position to receive information along the following lines:

(Continued on Page 50)

Some General Problems of Education

N. A. M. McKENZIE, President
University of British Columbia

This is, in part, an address given by Dr. McKenzie at the CEA Conference in Victoria on October 2.

IN view of the fact that some three years ago I had the privilege of speaking to the Canadian Education Association in Quebec on a somewhat similar topic, it is almost certain that some of the things I said then and some of the ideas I expressed, I will repeat today. Provided those statements and those ideas are worth repeating that in itself will be no drawback, but of this you must be the judge. In any event, I am very pleased and honored too, that once again you have asked me to meet with you and speak to you. In doing so, may I take the opportunity of conveying to you the best wishes of the National Conference of Canadian Universities, whose official representative I am. For my own part, I have long felt that those responsible for the schools and those responsible for the universities do not see enough of each other, do not spend enough time in each other's company discussing each other's problems and our common problems of education, and do not cooperate together with sufficient effectiveness. I know that we are all, in our own spheres, extremely busy people. I know that it is not easy for those of you in the schools and in the departments of education to meet with us in the universities, or us with you, but I have insisted and will continue to insist that special efforts must be made to bring and keep the school systems and the universities throughout the country working together for the common good of both groups and for the general welfare of Canada.

Objectives in Education

At the outset, for reasons of clarity and understanding I wish to define

and explain certain of the terms I use and the meaning that I give them or the context in which I use them.

The first of these terms is education itself. By it I mean in this context all of the forces and factors, influences and agencies, which together or separately shape and mold and form the human individual through his lifetime, from infancy to maturity, and even on to that stage in his development when he has ceased to be responsive to stimuli and influences. I would like to suggest that even in this general sense there is what one might term good education as contrasted with bad education, but our decision as to which is which must obviously depend upon what we desire education to do and what we consider its ideals, its goals, its objectives. As education in the sense that I am using it is concerned with human beings, then the objective or goal of education must be the ideal adult or citizen, man or woman. And so, we must ask ourselves as educators what kind of adults and citizens we really want to produce. This may be difficult to agree upon in every detail but certain general and basic qualities and characteristics would seem to be acceptable in a western democracy and should be striven after. The first of these qualities is obviously that he should be a strong, healthy individual, mentally and physically. The second, that he should be an individual capable of standing on his own feet, able to think independently and for himself and with sufficient inward resources of mind and character that he is able to live a happy, creative, productive and, if necessary, more or less independent life, regardless of those around him. Third, he must be, or should be, an individual able to live and work with others, within a family and in a com-

munity, this not only for his own good but for the good of the family or the group and the community itself, and for the good of all of those in the community or group. He must be able to cooperate with others and to organize himself and others in the necessary system of government or community organization. Fourth, he should have a healthy optimism about life and the world he lives in, its problems and its difficulties—"faith" in the language of religion. He must, too, have a certain toughness of character and temperament. A good natured toughness if you like but he cannot survive in this world easily if he is too soft or sentimental or emotional. Fifth, he should have a trained body and mind, capable of providing material support for himself and his dependents through creative production or as a result of service to others. Sixth, he should be an individual with a knowledge and an awareness of his historic heritage. The accumulated wealth of knowledge and understanding that men from the beginning of time have handed on to their successors. He must understand, too, the opportunities and the possibilities in the "here-and-now," in the physical world around him, and in respect of the contribution that the arts and letters can make to him, and which things of the spirit have to contribute. These and others are some of the qualifications and characteristics which I believe those of us in the West would agree upon as being desirable and necessary in our citizens and which should, therefore, be the objectives of our educational systems. But obviously too, while these may be the goals of all education certain phases and forms of it must be directed toward more limited and specialized goals.

Good and Bad in Education

Looking then at education in this general sense in our Western North American world, I feel that we must conclude that some of it is bad, un-

desirable and dangerous, or weak and deficient. Some of it, on the other hand, is excellent. Remember, too, that here I am talking about education in terms of influences and environment. As illustrations, may I mention two potential or inherent weaknesses; The first, the potentialities and the known effects of what I would describe as the "mass appeal," the other, the importance of the soft, the lush or the sensual ideals prevalent in much of our society. The mass media of information and recreation—television, movies, the radio, advertising generally, graphics, the comics and even the press to a limited extent, all tend to reduce us to common standards of manners, morals and behaviour, to create for us common standards of value and to make us feel and act alike in terms of emotions and prejudice. A certain amount of conformity is necessary and good if society is to function and people are to live and work together. Too much of it will make robots of us, fit citizens for a dictatorship or a totalitarian state. In saying this, I am not criticizing or reflecting upon these agencies or instruments of mass information and recreation. They are amazing and wonder-



Dr. McKenzie was awarded the honorary degree of doctor of laws by the University of Alberta at Convocation last October.

ful creations. They have opened up new worlds for men and women everywhere. And they are, after all, more inanimate devices without wills or desires of their own. They do, within limits, what we human beings ask them to do. What I am emphasizing is the necessity for the wise use of them, and warning against the dangers inherent in them if they are misused or used foolishly.

One of the major problems of our democratic society is that of devising ways and means of ensuring that these agencies or instruments are used wisely and in the public interest, without, at the same time, interfering unduly or destructively with the freedom of the individual. In my opinion, this objective can only be achieved if the men and women who own, manage and, more particularly, operate these agencies, are themselves wise, well informed, and have a high regard for the public interest and welfare, as well as for their own. In a word, they must, of all people in society, be "well educated" and molded by good educational processes. At the present time, I am far from sure that these kinds of qualifications are those which presently admit one to the callings or vocations in question or ensure success in them.

The other weakness which I mentioned, is the emphasis that we are giving and the importance which we are attaching to a sensual materialism—the idea, for instance, that everyone is entitled to and should have fabulous luxury without much sense of responsibility to society and without much sense of the relative values of material things as contrasted with things of the intellect and the spirit. There is too, I believe, an over-emphasis on sex in our society. I mean this in the sense that apparently nothing can be bought or sold without some reference to its sex appeal, male or female. The popular idols of both sexes are increasingly the pin-up girls and the collar-ad male, the

bathing beauties of both sexes. I am not for a moment minimizing the importance and the tremendous power of sex, but I do believe that this over-emphasis upon it, combined with the lushness that I mentioned earlier is unhealthy and is not likely to produce men and women who can cope with the toughness of the communist part of the world, nor, apart from these passing problems of human relationships, is it likely to be good for ordinary normal human beings in an ordinary normal world. Lest I be misunderstood, may I again point out that I am not opposed to comfort and convenience, to beauty and attractiveness—far from it. These are among the most precious products of our western civilization. I mean merely that here, as everywhere else, we can have too much even of good things and are likely, like children, to sicken from them if we are over-indulgent.

The Cost

In discussing the more formal aspects and agencies of education, certain general or basic matters must be considered. One of these is the cost of education, for, granting that the maximum of it in time, quality and variety is possible, this maximum may prove to be too expensive for us, but as a basic premise or principle I claim that if the educational experience, technique or procedure is good, in the senses I have defined above, then the more of it we can have or provide the better. This is based on the assumption that the education in question is adapted to or suitable for the individual in question. There is little point in providing the wrong type of educational experience for any individual. It is conditional too, as I have suggested in passing, upon the ability of the individual, group, or community to afford the type and quantity of education in question or that may be made available. The income and the real wealth of every community is limited by the productive capacity and the in-

come of that community. This "limited" income is required for a great many competing purposes, public and private, and for the satisfaction of many competing desires. Education is but one of these, though an important one, and those of us in it, while pressing our claims to the limit, may be forced to accept less than we would like or actually need and must make what we do have or get, go as far as possible. In short, we will all agree that education is desirable—the more of it the better—but so are health services and roads, and all of these make heavy though legitimate demands on the public revenue. However, in view of the sums that the public does pay without too much protest for drink, for recreation and even for such items as cosmetics, I do not believe that the ceiling has been reached in respect of education.

However, limited financial resources do make it necessary to consider the relative values of the nursery school, of more adequate concern for mental health, physical fitness and dental care in our school programs, of music and art, dramatics, of home economics and manual training, of gymnasias and theatres, of residences for students from outlying districts, of agricultural schools, junior colleges and universities. All of these are desirable and useful, and, if finances were no object or problem, then we should provide the maximum of all of them; but, in the circumstances all that we can do is to recommend and strive after the best of these facilities we can afford, and ensure that they are used efficiently, fully and for the wisest purposes, not only for the children and young people during school hours, but, where suitable, for the community as a whole at all times.

The Teacher

The most important unit or item in our system of formal education is, of course, the teacher, and those of us responsible for the administration of

educational systems in institutions must do our utmost to attract and retain the very best teachers that we can get. To do this, we must make the position and the profession of teaching attractive in terms of adequate salaries, reasonable security of tenure, pensions, etc. Equally important is the prestige and the social status which the community attaches to the position of the teacher and the profession of teaching. In both regards, our society during the past fifty years has been shamefully shortsighted, with the results that are inevitable and to be expected in the circumstances. However, there is a growing awareness of the seriousness and the importance of the situation, due in part to the good work of organizations like your own, and it may be that in respect of both salaries and social position there will continue to be a growing improvement in the teaching profession. Without these, of course, there can be little, if any, improvement, for the simple reason that there are far too few human beings who are willing to accept for any length of time poor salaries and inferior social status, simply because they are interested in the work to be done. Granted improvement in these, however, the next step is that of selecting the best people available who are likely to have a gift for teaching. Here may I cite an interesting parallel: in Alberta and in other parts of the country as well, the press reports a shortage of teachers for our schools this year. At the University of British Columbia alone we had some 350 applicants for 60 places in our new Medical School. All of the 350 had far better and longer educational training than most of those who enter the primary grades in the teaching profession. This comparison, I believe, speaks for itself.

Training the Teacher

Having selected our prospective teachers, we are then concerned with their training. In my opinion, they

should all have a good background in the liberal arts plus the necessary, and I believe it is necessary, professional training in pedagogy and in such specialties as they may be asked or expected to concentrate upon. This suggests a rather close association with our universities, but it also raises the question of whether, in view of the large and rapid turnover or wastage in the teaching profession, we can afford to spend so much time and money on the education of the teacher. It raises too the point that, in the opinion of some, it is highly desirable that a considerable proportion of the profession should themselves be young, so that in working with children and young people they will have an understanding of their point of view and of their attitudes and problems, which those of us as we grow older tend to forget about and ignore. It raises the problem of the small and isolated school, which superficially at least would not seem to be able to afford the services of a carefully selected and highly trained person. Perhaps these special problems could be met by greater flexibility in administration from the center. The majority

of schools in urban centers are sufficiently alike to lend themselves to common rules and regulations. Other situations, however, may deserve a good deal more experimental work in the organization of the teaching services than we have been able to provide in the past. I have in mind, for instance, that perhaps the rural teacher in the isolated community should be the best paid category in the profession. Or it may be that visiting teachers in special fields for school and community service would be useful. High schools in these areas are always a problem. Something has been done to meet this through the provision of transportation services, but again it might be worth considering the provision of a limited amount of residential accommodation in appropriate centers where the children who cannot get such education in their own communities, the expenses of these to be borne, in part at least, by the Provincial Government. I believe the Province of British Columbia is already experimenting with this in a small way in some of our more isolated areas.

CANADA TOO

It is a shocking fact that, while the federal government wisely appropriates billions of dollars for foreign aid of all kinds to help turn the tide of human affairs strongly in the direction of democracy, it has so far refused to spend even a few million dollars to help public elementary and public secondary schools to eliminate the ignorance which invites acceptance of alien ideas at home . . . It is time for the federal government to share in the support of public education, which is our greatest bulwark against the forces which seek to destroy freedom within our own country . . .

—NEA Research Bulletin.

Workshop Ideas for Local Administration

L. D. NELSON

ALBERTA teachers have devised a novel way of resolving the problems of their profession. For the second consecutive year, members of the Association have met at Banff to sit around a table and discuss means of improving standards of the group. One of the panel sections, led by Lars Olson, revealed valuable guides for improving administration in local units of the Alberta Teachers' Association.

As Lars Olson points out, "Local executives seldom carry out their duties without the feeling that their methods could be made more efficient." The panel has served to consolidate opinions in this direction and to recommend suggestions for improvement.

Since the secretary has key contact with the central executive, it has been found profitable to choose some individual who is willing to hold the position for a number of years. From the standpoint of the central executive this procedure is most practical. Fred Seymour states that a new secretary often takes a full year to become thoroughly familiar with the proper channels of communication. To offset the load required of this extended period in office the general procedure is to set aside an honorarium on a pro-rata basis. At the present time the honoraria for local secretaries throughout the province ranges from ten to two hundred and fifty dollars. Gerald Grant suggested that on this basis it would amount to about fifty cents per teacher registered with the local.

When new members appear in the local there is usually a question as to where they can best serve on the ex-

ecutive. Since many locals make a practice of moving the vice-president into the position of president, it would not be wise to inject a new member here. In any case it would seem inadvisable to place a new member in a senior administrative position. "Press representatives should be thoroughly familiar with the policies of the local and the central executive; therefore a new member in this position often fails in that he dare take no definite stand in his press releases," Mr. Olson states. This leaves the positions of sublocal councillors the most likely positions for beginners. Certainly the councillors for the local and members of the collective bargaining committee should be made up of successfully experienced personnel.

Setting up a nominating committee for the selection of officers is a standard practice but at least two nominations should be made for each position. The presentation of one slate of officers is not advisable. G. R. Mealing points out that there may be danger of having strong executive material in the nominating committee and suggests that they should show no reticence in nominating one of their own number. After the committee has presented its slate any member should feel free to nominate other candidates from the floor.

One problem with which many locals are confronted is the poor attendance at meetings. Transportation difficulties can be overcome in part by organizing pools to pay expenses of those who must travel a formidable distance or who lack facilities. Rallies sponsored by sublocals in turn can do

Recent Appointment

Calvin Merkley, appointed this fall as associate superintendent of the Grande Prairie and East Smoky School Divisions, was formerly principal of Cardston Junior and Senior High School.

Mr. Merkley was born in Magrath, received his early education there, and his normal school training at Calgary in 1936. He obtained his B.Sc. degree from Brigham Young University in Utah in 1942 and has taken

Mr. Merkley has taught for about post graduate work at this university. 13 years, the last six at Cardston. He has been active in Association work, having served as president of several sublocals, as local councillor, and as president of the Southwestern Alberta Teachers' Association. As a member of the Alberta Teachers' As-



C. G. MERKLEY

sociation, Mr. Merkley always pressed for improved teaching conditions in the province.

much to foster interest in the organization. These may take the form of panel discussions, social evenings, or informative lectures. Social interest will do much to develop an interest in the business of the group. Careful planning must be the keynote of all such projects.

There is a growing feeling on the part of members that there is a need for an additional committee in the local framework. This committee—which might be termed the school improvement committee or personnel committee—would attempt to maintain congenial parent-teacher relationships, interpret *The School Act* where necessary, evaluate credits, advise with regard to transfers and placements, plan institutes, and settle differences arising between teachers

and their boards. The group should consist of two or three teachers, a trustee, and the superintendent and should concern itself with all programs for general school improvement. The teacher representatives should be chosen on the basis of personality and experience. Provisions have not yet been made for such a committee to function officially although steps are being taken in that direction. Such a body could do much of its work unofficially.

The ideas and hints given in this article are the more important of those discussed in the panel dealing with administration in the ATA—the members of which felt that greater efficiency in local units would lead to greater strength in the organization as a whole.

Public Relations

CTF NEWSLETTER

Comments by Ronald Gould, General Secretary, National Union of Teachers of England and Wales, at the Fourth Delegate Assembly of the World Organization of the Teaching Profession.

PUBLICITY is not a matter of generalities but definitely a matter of putting over a particular idea or project at a particular time.

The reasons given for lack of progress in education are often trivial. If the public feels the need of education, there is no question of progress or even of success. Public opinion can ensure progress and produce success.

We must persuade the public that (a) education is worthwhile, (b) the teaching profession deserves better treatment.

This is not easy for we are handicapped by the fact that ordinary persons look at schools and teachers as they were when those persons were in school.

For this reason, people do not understand the reasons for some of our present school practices and of our planning. For example, they understand

- (1) sitting quiet in serried rows, but not "activity"
- (2) examinations to measure attainment, but not I.Q.'s and record cards
- (3) the old asphalt playgrounds but not large green fields for play
- (4) the need for ordinary classrooms with desks but not libraries, laboratories, dining rooms, etc.

We must therefore use the press, radio, and films to inform the public, but standing between us and the public are the guardians of the channels of publicity—editors, news editors, press correspondents. These decide whether our ideas will be reflected or not, whether they will be emphasized or played down, and whether they will be expanded or expurgated. Great is the power of the press. Great, too, is the power to suppress.

There are two sorts of publicity:

(1) Subjective — i.e., publicity about yourself; written or spoken by yourself. This is often "suspect evidence." Sometimes it is necessary, but often it is unwise. It is better to get someone else to plead the cause of teachers and to emphasize in our own publicity the needs of children. This indirectly strengthens the teachers' cause.

(2) Objective—i.e., publicity done by others about ourselves, hence get others (not teachers) to make speeches and write articles about teachers and their work and plead for children ourselves. The teaching profession must secure the goodwill of the news reporters, and this can only be done by providing the right material, i.e., what reporters can "hard news." Material must have "news value," that is, it must contain at least two of the following four factors:

- (a) importance — many people should be affected and concerned.
- (b) human interest — teachers are inclined to despise the "human interest" story, but public opinion is built up by common as well as uncommon people and the former can only be reached by "mass papers" thriving on human interests.
- (c) authority—a signed article is better than one not signed. Hackneyed material may be published if delivered in a speech by someone regarded by the newspaper man as important.
- (d) timing — what happens today must appear in the news by tomorrow at the latest. By the following day it ceases to be news.

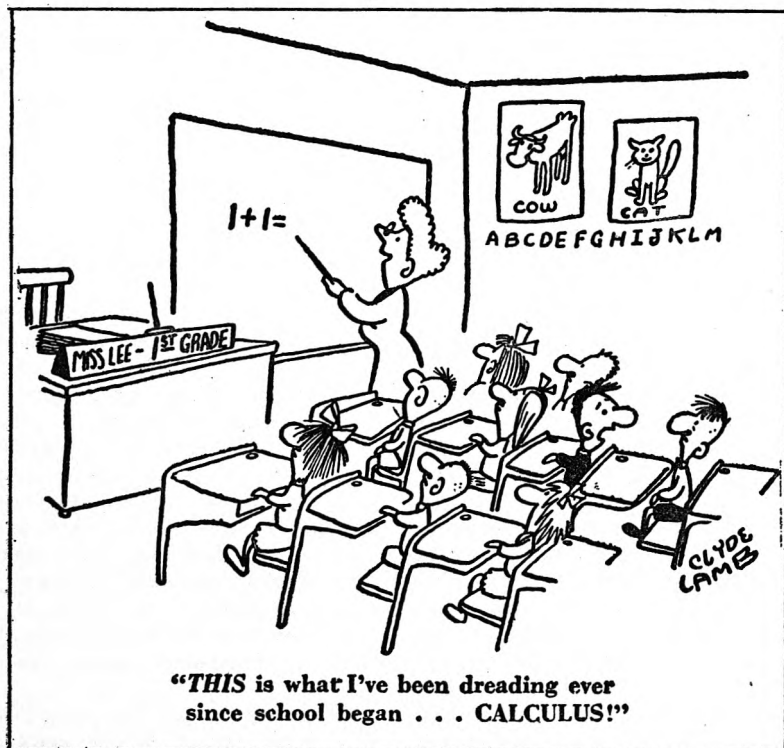
Be sure that in testing your material, you can say "Yes" at least twice to the questions, "Is it important?" "Has it human interest?" "Has it authority?" "Is it well timed?"

Who is to do all this?

- (1) Union headquarters can prepare material for the press.
- (2) But each member of the profession should participate.

Let local teachers use the local press; let them invite parents and others into their schools, and explain what is being done, and let teachers think, speak, and act as if they belonged to the greatest profession in

the world. The highest professional ideals realized in practice would be the best possible publicity, and that, *inter alia*, means that the teacher should believe intensely in education, which can make better citizens, more responsible, and with a greater sense of social responsibility; which can produce better workmen, more alert, more adaptable, and contributing more to our economic well-being; and above all which can improve the quality of personal life, giving wider visions and deeper satisfactions. Believe in this intensely enough and all things will be added to you.



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The fat and jolly gentleman with the whiskers and the bright red suit has operated under many names. He has appeared in at least a dozen guises to delight generations of children. This is a story of his rise to fame.

The Evolution of Santa Claus



WHEN Clement Moore wrote his classic *The Night Before Christmas* in 1822, he described Santa Claus almost exactly as Americans of all ages think of him today. He portrayed the legendary old gentleman as roly-poly, broadfaced, with merry dimples, twinkling eyes, and cheeks like roses. St. Nick, wrote Moore, was chubby and plump, merry, lively and quick, "a right jolly old elf."

But reading of a Santa described in those terms must have been puzzling to both parents and children of the 1820's. For the Santa of that era—and many eras before then—was a tall, angular fellow whose only physical similarity to Moore's image was his white beard. Moore was almost a century ahead of his time.

In the years between then and now, Santa has known almost as many characterizations as there have been artists to draw him. In turn he has been tall and thin, short and wispy, gaunt and ragged, and, most recently, the portly, strapping old fellow conceived by such men as artist Norman Rockwell.

Nowadays, to picture Santa as anything but huge, pink, and happy would start a major uprising. Jeanette Lee, supervisor of creative art for Hallmark, has been researching Santa's historical appearance for nearly a dozen years. Some artists, working under Miss Lee, have collaborated on no less than 40 differ-

ent paintings of the old gentleman, and while there are minor variations in his appearance, in the main his aspect remains consistent. People know how Santa looks today and they'll bide no liberties with his visage, his dress, or his character.

The history of the popular idealization of St. Nicholas is strange but not inexplicable. Santa's changing appearance through the years has come about through a combination of artistic progress, concerted public demand, and a more universal acceptance of Santa Claus as the personification of Christmas. Despite the variability of his picture in print, his characteristics have remained stable and have been, for the most part, clearly understood and portrayed. He was good, and jolly, and a generous bearer of gifts. His beard, a time-honored badge, has been long and short, full and straggly, and trimmed in a score of different fashions, but it was always there.

The "thin man" who was Santa in the early days in this country was a copy of the European St. Nicholas who was Bishop of Myra, an ancient city of Asia Minor, in the fourth century. He was a tall, upright man, usually pictured in his bishop's robes. By legend, St. Nicholas was the "children's friend," and it was with him that the practice of gift-bearing to children on Christmas originated.

The legend of St. Nicholas was brought to America by the Dutch and gradually became merged with the Christmas customs of many other nationalities who immigrated here. But as St. Nicholas, even in Clement Moore's day, he was still the tall and stately man known in Europe, and even the name "Santa Claus" was rare.

Moore's poem was originally titled "A Visit from St. Nicholas," and the name "Santa Claus" apparently evolved from the efforts of children to pronounce in English the Dutch name "Sant Nicholaas." Since then, the name "Santa Claus" has been universally adopted. He is known too as Jolly Old St. Nicholas, Father Christmas, Mr. Whiskers, Old Man Christmas, and scores of foreign variations of the English name. St. Nicholas remained consistently tall and consistently thin in the public prints until the 1860's, when a famous cartoonist of the period, Thomas Nast, began drawing Santa Claus on magazine covers and as book illustrations. Nast's conception was more closely allied to Moore's

written description, but still a long way from today's versions.

Nast's Santa, in many old woodcuts still extant, was a short, pixie-like figure, round and jolly looking but still hardly able to carry the huge bag of toys he is pictured with today. Nevertheless, Nast's drawings established a popular notion of Santa that eventually led to the present-day conception.

Nast popularized not only the figure of Santa Claus, but also many of the other practices with which he is associated at Christmas: building the toys in his North Pole workshop, keeping the records of good and bad children, receiving and answering their letters, and driving his reindeer. Nast is also credited with establishing Santa's red coat, the result of a cartoon during the Civil War in which he patriotically arrayed Santa in a red, white, and blue outfit.

Not until the early 1900's did Santa begin to achieve the plumpness and height of the figure we know today. As late as 1881 artists were still picturing a Santa that resembled Jack Spratt more than he did Moore's Santa.

Will Santa's appearance change in the years to come? It is probable that changes will be only in minor details. The festival of Christmas and Santa's part in it are universally understood today and communications between people and nations are so easy and quick that confusion is almost impossible. Santa has matured at last.



Mathematics Teaching on the March

JOHN C. CHARYK

Principal, Chinook School

PART III

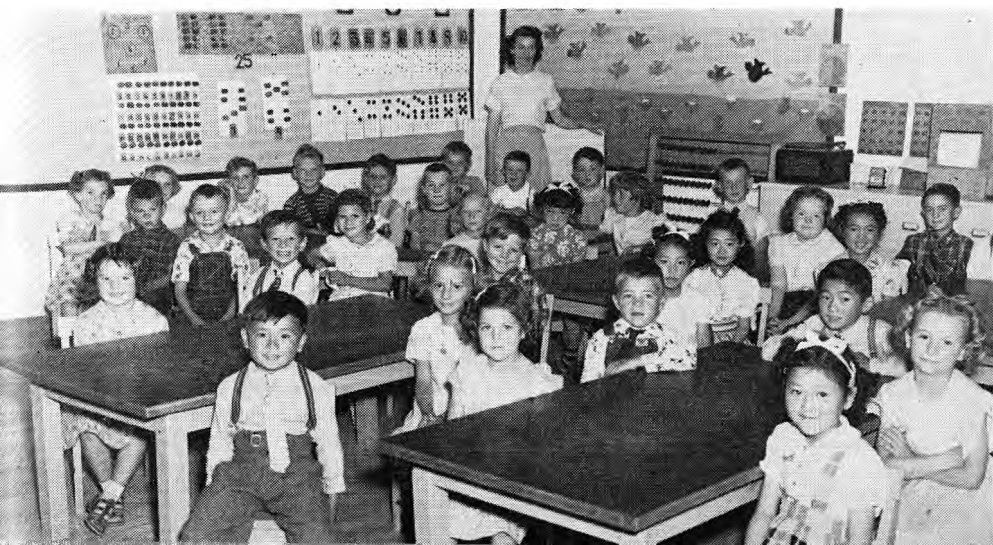
Classrooms Which Glow in an Atmosphere of Mathematics

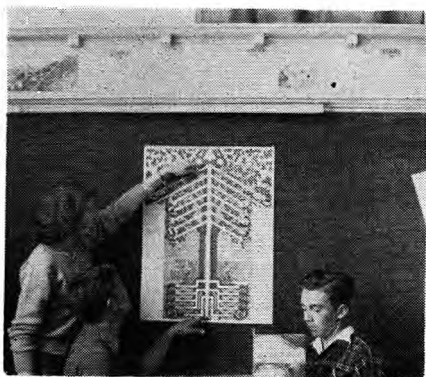
THE MATHEMATICS classroom should permeate or breathe mathematics, for it is through the development and the arrangement of mathematical materials that a worthwhile contribution can be made to more effective instruction. The appearance of the room in which mathematics is taught should be as distinctive as a doctor's or a lawyer's office. The business world has realized for many decades that the creation of a particular business atmosphere will inspire a greater response on the part of its customers. The hotels appeal to their guests through the provision of comfortable homelike surroundings. The railways

cater to the travelling public through an emphasis on safety, efficiency, and courtesy. The beauty salon bids all and sundry to enter, and leaves one with the impression that through those portals only the beautiful will pass. In a like manner, the distinctiveness of the mathematics room should be a prelude to more efficient and happier activities in the learning and the teaching of mathematics. The room should leave the impression that here is a place where the learning of mathematics can be a joy. It is true that the students must learn facts and acquire certain skills in their mathematics classes, but at the same time it is just as relatively important that the soul of the subject be retained.

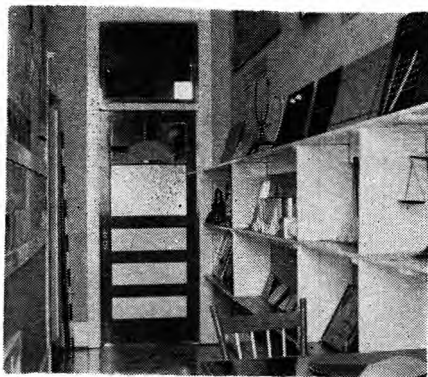
The provision of a productive classroom environment through which a

A mathematics laboratory of a grade one class in the Taber School (Doris Worden, teacher). Ample opportunity is provided for these little people "to learn by doing."

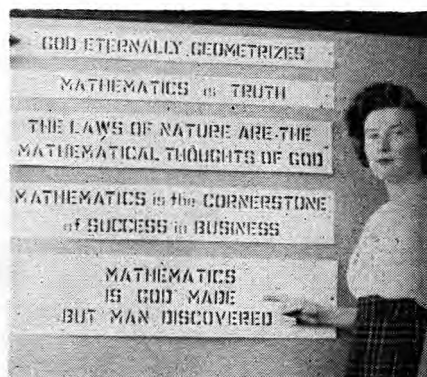




"Why should I study mathematics?"
 "What good will mathematics be to me?"
 are questions that are answered in the Tree of Knowledge chart that is being studied by several high school students.



A mathematical room that speaks for itself. It is here that realistic working conditions are provided so that real problems may be solved through the medium of mathematics.



Pertinent mottoes similar to those illustrated in the picture will assist in providing a mathematics atmosphere in the classroom.

mathematical consciousness will be awakened in the child will necessitate some planning from the standpoint of the interests and the mental maturity of the students. Nevertheless, a mathematical atmosphere will pervade the room where functional equipment has been devised, where the room has been made attractive by slogans and posters, where mathematical models are effectively displayed, where interesting mathematical books and pamphlets are available, and where current applications of mathematics abound. In short, anything and everything of the mathematical world that will create within the student a desire to touch, to handle, to talk about, to read and wonder about, and with which to experiment, will provide an inspiring atmosphere. It is well to remember that effective learning is the product of a multitude of experiences rather than numerous repetitions of similar experiences.

Posters are so common everywhere that we accept them as a part of our everyday living, yet very few teachers have tried to sell mathematics to their students through such a medium. Various possibilities are evident in the use of posters in the mathematics classroom, viz., to indicate the uses of mathematics in society; to suggest a specific task to be followed by the students in their mathematics activities, as "Estimate Your Answer" or "Accuracy First"; to provide some definite mathematical information as contained in the rule for subtracting signed numbers, or the presentation of an interesting phase of mathematical history. The ideal situation would prevail if the students made the majority of the posters themselves, but as there are so many excellent posters that are distributed by various commercial concerns it is advisable to supplement the better student posters with the commercial ones. Some typical examples of beautifully lithographed

and useful posters might include: *How Long Is a Rod?* (historical review of the measurement of lengths); *Tree of Knowledge* (shows the place of mathematics in the basic and applied sciences); *Navigation Chart* (illustration of the various types of navigation); *The River of Mathematics* (a time chart of the history of mathematics); and *The World Calendar* (a recommended permanent world calendar). The value of this poster technique is enhanced if the pictures are frequently changed and displayed at the correct psychological moment.

Mottoes or proverbs may not actually improve the student's mathematical ability, but these atmosphere creators will awaken interest and stimulate discussion, thus making the scholars more intelligent users of mathematics. A motto like, "Mathematics is the cornerstone of success in business," may provide just the necessary incentive for the girl who is planning to attend a secretarial school but did not realize that mathematics was of importance in this field. A proverb similar to "Mathematics is God made, but man discovered" has the possibilities of converting a careless lad into a perfectionist, since there is something awe inspiring and wonderful about the mere mention of God and his relationship to mathematics.

In order that mathematics may be taught and learned best certain furnishings and materials of instruction become necessary.

The majority of mathematics rooms require a work table or two in order to provide suitable space for conducting the practical work in mathematics, or for group activities. Ordinary desks and tables act as deterrents to any type of educational activity that might lead to their damage, so it is best to have these work tables roughly constructed with a covering of tentest or cork matting on the top surface and along one of

the sides. The student is now free to drive tacks or nails into the table, or carry on any other form of physical activity which will increase his knowledge of mathematics without any frustration caused by a fear of incurring damage to the furniture. It is pathetic for a true educationalist to see school furniture or equipment that may be admired by the students from a distance but bristles forth with official warnings of "don't touch," "don't go near," or in other words—"don't use." The furnishings of a mathematics room must be designed from the standpoint of student serviceability rather than for purposes of ostentation.

One of the fundamentals of good mathematics teaching is to stimulate the use by the pupils of a variety of reference materials. The selecting and the reading of supplementary material should become habitual on the part of every student if he is eventually to take his place as a useful citizen in a democratic society. This requisite presupposes a mathematics library for the classroom. In the past, the number of mathematics reference books in the libraries of our schools has been limited, but with the publishers turning out a copious supply of such books, mathematics teachers should make a determined bid to secure their belated share of the school library grant.

The selection of suitable mathematics reference books for the school library is a real problem for the teacher, as there is no established precedent to follow and there are no official lists recommended. A good criteria to follow in compiling functional books for the library is to order only those books that will find a definite use in the hands of the students. Experience has shown that the following typical books are useful ones to have on the reference shelves. The list is purely suggestive and does not aim at completeness.

A good history of mathematics

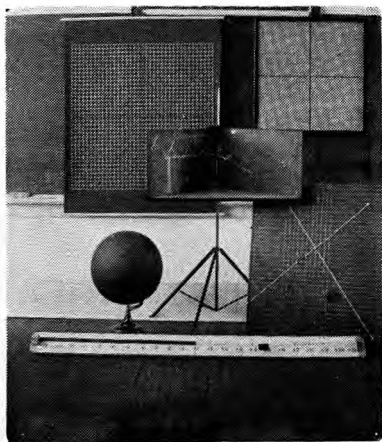
couched in numerous historical references and comments which will indicate the development of our civilization and the great part that mathematics has played in it; a mathematics dictionary which will cover completely the vocabulary of mathematics from arithmetic through calculus, with all terms clearly defined in language suited to the grade level of the students using the terms; a source book for the direct application of mathematical principles with special emphasis on how algebra is actually used in daily life; a reference textbook setting forth as completely as possible the place of mathematics in modern life whether in such widely separated fields as agriculture, social science or medicine; handbooks like *Mathematical Nuts* or *Mathematical Wrinkles* which contain all types of fascinating and stimulating material, and written especially to help students love mathematics; books describing the use and the construction of various measuring instruments particularly in the field of surveying; novels that irradiate a mathematical tone; guidance pamphlets which will answer to the satisfaction of the students such pertinent questions as, "Why should I study mathematics?" or "What good will mathematics be to me?"; portfolios or good mathematical pic-

tures compiled through the cooperative efforts of the students and teacher.

The fifteenth yearbook of the National Council of Teachers of Mathematics contains a highly selective list of reference and supplementary books all designed to motivate the study of mathematics and to take care of some of the problems of individual differences. Primary teachers have a distinct advantage over the teachers in the other grades in this matter of selecting mathematics reference books for the contents of the majority of the primary books are already interspersed with mathematical material.

A mathematics room should have ample open and closed cupboard space in order to store and to display mathematical equipment. Advertisers agree that interesting displays not only serve in the role of silent instructors, but act as stimulators of study and thought as well. The methodical rotation of equipment from the storage cupboards to the display shelves will keep a constant flow of new and interesting material ever before the students. This element of newness and surprise will become a more effective tool of teaching if the current exhibit parallels the topic then under consideration in the mathematics classes.

A blackboard for every purpose; cross-section chart on slatted cloth, blackboard stencil for rectilinear or polar coordinates outlines (on roller), cross-section wire graph, three-plane blackboard, spherical blackboard, drilled-intersections graph chart, and the sign-number board.
Below: Textbook problems come to life on a mathematics work table.



A lesson on fractions might presage a display of the parts-impartor wheel, while a lesson concerned with the telling of time might portend a sundial, an hour-glass, or pictures of ancient clocks. Models made or brought by the students themselves will always add an important personal touch to display for everyone will want to see and to study Helen's set of volume models, or Donald's home-made transit.

The majority of teachers in the subject fields outside of mathematics generally utilize a good teaching technique by granting proper credit for achievement by displaying the work of the pupils. The bulletin boards of our schools carry their due complement of art work, compositions, social studies reports, science diagrams, and French essays, but only on rare occasions does the casual observer perceive any work in mathematics on display. Does it not appear paradoxical that such an attitude regarding the display of student exercises in mathematics should exist? The solution of certain problems in mathematics constitutes a definite achievement on the part of the pupil, and he or she should receive an acknowledgment of this accomplishment. The best exercises of every class member should at some time or other be posted on the mathematics bulletin board. Every child likes to know that others, especially the critical adults, judge his work successful and approve of it.

In addition to the various types of student work, the material to be displayed can include newspaper clippings, pictures of general mathematical interest, pertinent graphs, and various applications of mathematics. All these items must be selected on the basis of being interesting and meaningful to the students of that particular class. The grade one students might evince an interest in a picture of the Dionne quintuplets

visiting New York, from the standpoint of the number 5, while high school students probably would be interested in the new theory of cancer bound up with the fact that crystal growth can be predicted through the use of mathematics.

The majority of the teachers of the province have seen the built-in multiplex display board outside of the general office in the Education Building of the University of Alberta, so using this as a pattern there should be no excuse for the lack of ample bulletin board space in any mathematics classroom. The above-mentioned display board consists of ten leaves of tentest, 3 by 2 feet, mounted together in steel frames in much the same manner as pages in a book. The rural schools will find an added feature in this multiplex bulletin board for it is possible to have over 100 square feet of display space concentrated within an area of approximately 8 square feet.

A mathematics classroom should boast a number of modified blackboards in order to facilitate the teaching and the understanding of certain selected topics in mathematics. The traditional plane blackboard is fine where work in two dimensions is concerned but its usefulness is limited where space figures are concerned. The use of a spherical blackboard will assist the students in visualizing any relationships of points, lines, planes, or volumes as long as they concern the sphere itself. A three-plane blackboard will enable the students to draw and to understand the diagram for any space problem without having to wrestle with the intricacies of perspective as well. Cross-section blackboard charts on slated cloth will find their use in a variety of graph work in the intermediate and high school grades, while the primary teacher will avail herself of the opportunity to use it in teaching number comprehension, the lowest com-

mon denominator, or the meaning of the various fractions. Cross-section wire graphs made over from old screen doors or windows, will provide even a more concrete basis for any form of graph work as the children are now able to touch and handle the cross-sections. Colored elastics can be used as the linkages joining the various points. Another type of graph chart can be made by reproducing the cross sections on a 4 by 4 feet piece of thick plywood, and drilling holes at each intersection. Colored golf tees can impersonate the points and be inserted anywhere and in any number to represent a complete series of graphs whether they are bar graphs, broken-line graphs, points, straight lines, circles, or ellipses. In general it may appear as if the use of these modified blackboards is restricted to the upper grades, but in actual practice it will be found that primary and elementary teachers may use these blackboards to even greater advantage than the high school teachers.

A teacher with initiative can even use the floor of the mathematics room to advantage. The square yard and the square foot may be reproduced on the floor in actual dimensions with their relationship clearly indicated. The children will walk over and look at the diagrams many times a day, and eventually these figures and their relationship will be part of the student's life rather than a mere abstraction. The same thing may be said of any mathematical figure or figures if they are drawn to a large scale and their chief characteristic clearly portrayed. Small children appear to have a liking for playing or working on the floor so teachers should take advantage of this obsession and permit the children to do some of their work in mathematics right on the floor. The everyday world with which the children are familiar rests on the ground so doesn't it appear logical to pre-

sent some of the mathematics in a similar manner rather than attempt to turn the mathematical world topsyturvy by placing it on an up and down plane?

A recent innovation which is peculiarly apropos for a mathematics room is to use geometric figures in fashioning a design motif for the classroom floor. Eventually some teacher-prompted architect will originate blue-prints for a mathematics ceiling, thus completing the design for a typical mathematics classroom.

Real demonstrations in mathematics necessitate the erection of an overhead support, a support that is capable of carrying real loads, and one which will facilitate common carpentry. A perpendicular support may also be constructed by solidly anchoring a steel pipe between the floor and the ceiling. The pipe can be used as an apparatus rod carrying its full complement of clamps and rings.

Additional furnishings of the mathematics room should include adequate storage space; a good draughting table properly equipped; a screen; a demonstration table with an adjustable surface; and a sand-table. The question of proper equipment for the mathematics room poses many problems, but in the final analysis it should include the type of material which will definitely develop within the children the power to discover, to understand and to apply mathematical principles; to create interest; and to retain the soul of the subject. Remember it is a grave mistake to select equipment purely from the standpoint of busywork with no educative objective in mind. If given an opportunity to start, a mathematics room is inclined to grow, and whether it is merely a corner in a rural school or a separate classroom in a graded school, it is well worth all the effort it takes to plan and to equip the room.

A. SINGLE SALARY SCHEDULES

DIVISION	Qualifications					Course	Annual Increments	Previous Experience	Administration of a Four- Room School
	1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.			
Acadia No. 8	Min. 1600 Max. 2500	1800 2700	2000 2900	2300 3200	2400 3300	Pro-rata basis	100x9	All	225
Barrhead No. 58	Min. 1500 Max. 2300	1700 2500	2000 2800	2300 3100		50x4 60x8	100x8	All	400
Negotiations not completed									
Berry Creek No. 1	Min. 1600 Max. 2375	1825 2575	2125 2875	2450 3250		Pro-rata basis	100	All	225
Bonnyville No. 46	Min. 1150 Max. 2300	1800 2550	2050 2800	2300 3050		Pro-rata basis	100x6 50x3	Absent 5 yrs. or more no credit for P.E.	160
Bow Valley No. 43	Min. 1500 Max. 2250	1750 2625	2000 3000	2200 3300	2350 3525	2500 3750	100 50% of basic minimum	All	225
Calgary No. 41									
From Jan. 1, 1949 to Jan. 1, 1950	Min. 1500 Max. 2500	1600 2600	2000 3000	2200 3200			125x8	All	450
Camrose No. 20	Min. 1500 Max. 2200	1800 2500	2100 2800	2400 3100		Pro-rata basis	100x7	All	400
Castor No. 27	Min. 1550 Max. 2400	1800 2700	2100 3000	2400 3300	2600 3500	1st Degree Pro-rata basis 2nd deg \$50 per course	100	All	225
Drumheller No. 30	Min. 1600 Max. 2400	1900 2700	2100 2900	2300 3100		50 (Max. \$700)	100x8	All	400

DIVISION	Qualifications					P Course	Annual Increments	Previous Experience	Administration of a Four- Room School
	1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.			
East Smoky No. 54	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3200			Pro-rata basis	All	100
E.I.D. No. 44	Min. 1500 Max. 2250	1800 2700	2100 3150	2350 3525	2550 3825	2550 3925	100 50% of basic	All	300
Negotiations not completed									
Fairview No. 50	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3200			60	Absent 5 or more years, no increments	300
Foremost No. 3	Min. 1500 Max. 2250	1750 2625	2000 3000	2250 3375	2500 3750	2750 4125	40	No credit for P.E. if not taught in last 7 years	150
Grande Prairie No. 14	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3200			50 3-yr. program 72.50	All	300
High Prairie No. 48	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3200			60	Absent 5 or more years, no increments for P.E.	200
Killam No. 22	Min. 1500 Max. 2750	1800 3050	2100 3350	2400 3650	2700 3950		60	100x8 100x10 50x5	300
Lacombe No. 58	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3300	2700 3400	One degree must be B.Ed.	50	1 Yr. Training 120x5 100x2 2nd, 3rd, 4th and 5th 100	225
Lethbridge No. 7	Min. 1500 Max. 2200	1800 2700	2100 3150	2300 3450	2500 3750	2700 4050	50% between 1st, 2nd, 3rd and 4th year of training	All including maximum of 4 years outside of Alberta	400

DIVISION	Qualifications					Per Course	Annual Increments	Previous Experience	Administration of a Four- Room School
	1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.			
Medicine Hat No. 4	Min. 1675 Max. 2475	1875 2675	2075 2875	2375 3175	2525 3325	Pro-rata basis	100x8	Outside of Alberta: \$75 per yr; In Alberta: \$100 per yr.	150
Neutral Hills No. 16	Min. 1550 Max. 2300	1750 2500	2000 2900	2300 3300	2500 3600	Pro-rata basis	100	All	225
Olds No. 31	Min. 1500 Max. 2250	1800 2625	2100 3000	2400 3300	2600 3500	50	100	All	200
Peace River No. 10	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3200	2550 3350	60	100x8	All	300
Pincher Creek No. 29	Min. 1500 Max. 2250	1700 2550	1900 2850	2200 3300		60	100 to 50% of basic	All	280
Ponoka No. 34	Min. 1500 Max. 2300	1800 2600	2100 3000	2400 3400	2700 3700	(Credit 2nd degree after 4 years ex- perience)	100	All	300
Provost	Min. 1600 Max. 2600	1800 2800	2000 3000	2300 3300	2500 3500		100x10	All	300
Red Deer Comp. H.S.	Min. 1600 Max. 2400	1800 2700	2000 3000	2200 3300	2400 3600	2600 3900	100 to 50% of basic	All	
Red Deer No. 35	Min. 1500 Max. 2200	1750 2450	2000 2700			50 maximum \$500	120x5 100x1	All	Free teachage and fuel

DIVISION

Qualifications

1st yr. 2nd yr. 3rd yr. 4th yr. 5th yr. 6th yr.

Per
CourseAnnual
IncrementsPrevious
ExperienceAdministration
& Supervision
of a Four-
Room SchoolRed Deer
Valley
No. 55Min. 1600
Max. 2500
1900 2100 2300
2800 3000 3200
\$200 for
each
additional
degree

50

100x9

All

360

Rocky Mt.
House
No. 15Min. 1500
Max. 2250
1800 2100 2400
2700 3150 3600
2700 4050

50

100 to
50% of
basic

All

400

Spirit River
No. 47Min. 1500
Max. 2400
1800 2100 2400
2700 3000 3300
2550
3450

60

100x9

Absent 5 yrs. or more
no credit for P.E.

300

Stettler
No. 26Min. 1600
Max. 2410
1850 2100 2300
2660 2910 3110

50

150x3
120x3

All

225

St. Mary's
River No. 2
Negotiations
not completedMin. 1500
Max. 2300
1700 1900 2200
2550 2850 3300
2500
3750Absent 5 yrs. or more
50% of increments
for P.E.

200

St. Paul

Min. 1550
Max. 2350
1750 1950 2250
2550 2750 3050
2450
3250

50

100x8

All, if not absent for
5 yrs. or more

225

Strawberry
No. 49Min. 1550
Max. 2400
1800 2050 2350
2650 2900 3200
2550
3400

50

100x8
50x1Absent for 5 yrs. or
more, no credit for P.E.

300

Sullivan
LakeMin. 1600
Max. 2375
1900 2200 2500
2675 2975 3275First degree
50
Beyond first
degree
25 p.c.
Max \$100150x1
125x5

All

150

DIVISION	Qualifications					Per Course	Annual Increments	Previous Experience	Administration of a Four- Room School
	1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.	6th yr.			
Taber No. 6	Min. 1525 Max. 2287½	1775 2662½	2025 3037½	2275 3412½	2525 3787½	2775 4162½	200x1 100 to 50 % of basic	All	150 Principal's Cert. 200
Thorhild No. 57	Min. 1575 Max. 2425	1775 2675	1975 2975	2175 3225	2375 3425	40	100	All	400
Two Hills No. 21	Min. 1550 Max. 2350	1800 2650	2050 2900	2300 3250	2550 3500	40	100	All in Alberta; 50 % up to 5 years outside Alberta	180
Vermilion No. 25	Min. 1500 Max. 2600	----- -----	----- -----	2350 3450	2550 3650	\$50 to a total of \$850 for first degree	110x5 100x4 75x2	All	400
Wainwright No. 32	Min. 1500 Max. 2300	1800 2600	2100 3000	2400 3300	2500 3400	2600 3500	Pro-rata basis	All	300
Wetaskiwin No. 36	Min. 1500 Max. 2300	1800 2600	2100 2900	2400 3300		50	100	All	400

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The ATA Magazine

DIVISION	Elementary		Intermediate		High School		Increments		Previous Experience	Per Course	Per Year	Degree For Bachelor's	Degree For Second	Administration of a Four-Room School
	Min.	Max.	Min.	Max.	Min.	Max.	Total	Annual						
Lac la Biche No. 51 Negotiations not completed	1500	2250	1600	2350	1800	2550	750	100x7 50x1	All	25	1st yr. 150 2nd yr. 150 3rd yr. 200	500	200	180
Lac Ste. Anne No. 11 Negotiations not completed	1500	2300	1500	2300	1800	2600	800	100x8	All	50		500	300	250
Lamont No. 18	1500	2550	1600	2650	1900	2950	1050	100x10 50x1	All	45		600	100	200
Macleod No. 28	1600	2300	1700	2400	2000	2700	700	100x7	All		2 yrs. 300 3rd yr. 200	500	200	180
Smoky Lake No. 39	1550	2450	1650	2550	1850	2750	900	100x9	All	40		600	200	200
Stony Plain No. 23	1500	2350	1650	2500	1850	2700	850	100x8 50x1	Prior to 1941 increments to 50% for P.E.	Int. & H.S. 35 per course Elem: 20-2 courses 30-2 courses 35-all other courses		Int. & H.S. 490 Elem. 450	Int. & H.S. 210	Int. & H.S. 300 Elem. 225

DIVISION	Allowance for University Credits									
	Elementary		Intermediate		High School		Increments		Previous Experience	Per Course
	Min.	Max.	Min.	Max.	Min.	Max.	Total	Annual		Per Year
Sturgeon No. 24	1500	2500	1500	2500	1919	2910	1000	100x10	75 per yr. outside of Division up to 5 yrs.	200
										600
										195
Vegreville No. 19	1500	2400	1700	2600	1900	2800	900	100x9	All	40
										200
										600
										200
Westlock Negotiations not completed	1500	2300	1500	2300	1750	2550	800	100x8	All	40
										480
										250
Wheatland No. 40	1500	2400	1700	2600	2000	2900	900	100x6 75x4	Absent 5 yrs. or more, Max. of 5 incr. allow- ed	30
										550
										150
										225

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Official Bulletin, Department of Education

Grade IX Examinations—June, 1951

The following changes in the Grade IX examination policy are being made:

1. The final mark awarded in Social Studies and General Science will be based upon the principal's (or teacher's) confidential report (50 percent) and upon the final examination (50 percent). For example, if the school mark is 60 and the mark made on the final examination is 56, the final mark will be $60/2 + 56/2 = 58$.

2. Language and Literature will be assigned separate gradings rather than one for English as heretofore.

3. General gradings for Grade IX students will be discontinued.

Following is the list of examinations which will be written next June in Grade IX and the time allotment for each examination. Please note the reduction in time for General Science and Social Studies, since the written examination will count only 50 percent of the final mark in each case.

1. English Language—2½ hours.
2. English Literature—1 hour.
3. Social Studies—1½ hours.
4. General Science—1½ hours.
5. Mathematics—2 hours.
6. Reading Test—50 minutes.
7. General Test—30 minutes.

Further details with respect to this matter will be given from time to time during the next few months. For example, it is expected that specific suggestions regarding teacher evaluation of student work in Social Studies and Science will be furnished in the near future.

Examination Paper in General Science

The plan of basing 50 percent of the final mark in Science on the teacher's recommendation suggests a definite relief at the present moment when some teachers are using the old course and others are using the new Interim Outline. Under this new arrangement teachers may proceed with either course. The Science examination will be in two parts:

Part A will contain general questions in Science which will have no, or very little, relationship to the particular course followed.

Part B will contain alternate questions so that students from either the old or the new course will not be penalized in any way.

There will be no questions on the Science examination paper on Health. The material covered in Health by the Science classes should be made part of the teacher's evaluation.

Notice to Married Teachers (Male or Female)

Each of the 6,000 Alberta teachers actually serving in the classroom in 1950 has a file which is always referred to when a letter is received from a teacher. When a teacher changes her name by marriage or changes the spelling of his or her christian name or surname, no matter how slightly, the Department of Education must be notified of the change at once.

Your name is valuable; all contracts and other legal documents must be signed by your correct name. "A good name is better than precious

ointment." When you change your name without notifying the Department of Education, your certificates cease to exist under your former name. It is a simple matter to reinstate them, but please bear in mind that you must first notify the Department of Education of the correct spelling of your new name, as well as your former name. The grant for your school cannot be paid until this formality is attended to, and you cannot legally sign a teaching contract until your certificate is reissued.

Overseas Correspondence

The Overseas Correspondence Department of the United Nations Association of Canada is offering to make arrangements for Canadian pupils to exchange letters with those of other countries.

Pupils of ages eleven to fifteen

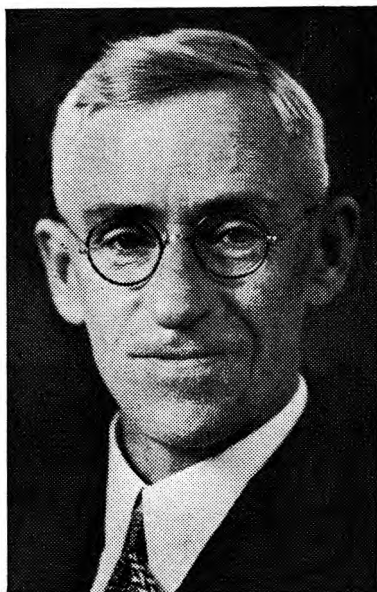
years may write to Britain, Japan, Australia, France, United States. Those fifteen years of age or older may write to France, Belgium, Holland, Norway, Sweden, Denmark, Finland, Germany, Greece, Italy, Britain, Austria, Australia, Japan, India, United States, Brazil, Malaya.

No correspondence is arranged for pupils under the age of eleven years.

Teachers should advise any pupil who wishes to take advantage of these arrangements to write to:

Mrs. R. Tanner,
Overseas Correspondence Dept.,
United Nations Assn. in Canada,
678 Huron Street,
Toronto, Ont.

giving name, age, address, and a list of not more than three countries to which he wishes to write, and enclosing a *stamped addressed envelope* for reply.



A. P. TINGLEY



R. E. BYRON

A. P. Tingley, supervisor of industrial arts of the Department of Education from 1944, retired on March 1, 1950. At that time, R. E. Byron, formerly superintendent of schools, was appointed to the position of supervisor of industrial arts.

Proposed Courses for the 1951 Summer Session

A list is herewith furnished of courses which are proposed for the 1951 Summer Session. The University reserves the right to withdraw any course for which there is inadequate registration.

The Summer Session Announcement should be available for distribution by February 1. Students who wish to do so, may commence registration immediately. As soon as registration is completed, each student will receive an outline for winter study.

Teachers are asked to note particularly the comments made on the courses listed immediately below:

Education 380—Education Method

This course was formerly known as Education 460, Science and Practice of Teaching. The first three weeks of the course will be devoted to a consideration of such basic matters as educational aims, curricula, and methodology for the high school grades. All students will take this part of the course. During the last three weeks, the course will be presented in three sections: English, Science, and Household Economics. Students will elect one of these sections. When registering for this course, students should clearly indicate which section they propose to elect.

Education 307—Guidance

Education 309—Mental Hygiene

These will be half courses, each lasting for a period of three weeks. These half courses no longer appear in the revised B.Ed. program. They have been replaced by a single full year course, Education 308, entitled Guidance and Mental Hygiene. These half courses are being offered in the 1951 Summer Session for the

special benefit of teachers who may require one half-course to complete program requirements of the former B.Ed. program. Teachers in this category should make a point of registering in *one* of these courses. Teachers who do not need a half-course in their program are required to register in both Education 307 and Education 309 and will be given credit for Education 308.

Education 322—Psychology and Supervision of Reading

As offered in the 1951 Summer Session, this course will carry undergraduate credit only. This course is acceptable as a senior Education option. The course is designed particularly for supervising teachers, principals, and for teachers wishing to prepare themselves for these positions.

Education 494—Principles and Practices of the School Program

In the 1951 Summer Session, this course will be devoted to a consideration of the new course, Health and Personal Development, which the Department of Education is inaugurating in grades 7 to 10. The course will likely take the form of a workshop.

English 2—English Poetry and Prose

The winter study requirements for this course include four essays which must be submitted between March 15th and June 15th. This being the case, no registrations in this course will be accepted after February 15th except in the case of students who are repeating the course.

Eight O'Clock Classes

Accounting 52—Intermediate Accounting
Botany 1—General Elementary Botany
Chemistry 42—Organic Chemistry
English 70—A History of the English Language



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GOVERNMENT OF THE PROVINCE OF ALBERTA

French 1 (A)
 French 40
 History 65—International Affairs Since 1871
 Latin 1—Beginner's Latin
 Mathematics 1 (A)—Elementary Mathematics
 Mathematics 40—Calculus and Plane Analytical Geometry
 Mathematics 61—Foundations of Mathematics
 Physics 40—Intermediate Physics
 Psychology 62—Personality
 Education 129—Science (1st three weeks)
 Education 172—Child Psychology
 Education 224—Language Arts and Number
 Education 376—Educational Psychology (Section a)
 Education 492—Philosophy of Education (Section a)
 Education 562—Problems in Educational Administration
 Education 574—Education Clinic (9-11:50 a.m.)
 Household Economics 12—Textiles and Clothing
 Household Economics 44—Home Management
 Household Economics 45—Color and Design
 Household Economics 46—Advanced Clothing and Special Problems in Household Economics
 Physical Education 103—Introduction to Physical Education (1st three weeks)

Ten O'clock Classes

Art 51—Art History and Appreciation
 Chemistry 1 (A)—Introductory Chemistry
 Classics 54—History of Ancient Art
 Drama 44—Fundamentals of Acting
 English 2—English Poetry and Prose
 English 66—Poetry of the Victorian Period
 French 2
 French 57—Romantic Period
 History 56—European History
 Mathematics 41—Elementary Mechanics
 Mathematics 43—Theory of Finance
 Mathematics 45—Statistics
 Philosophy 54—History of Ideals
 Philosophy 56—Modern Scholastic Philosophy

Physics 1 (A) — General Elementary Physics
 Physics 46—Magnetism and Electricity
 Political Economy 2—Outline of Economics
 Education 34—Music
 Education 138—English
 Education 251—Art (1st three weeks)
 Education 322—Psychology and Supervision of Reading
 Education 324—Expressive Activities
 Education 376—Educational Psychology (Section b)
 Education 380—Education Method
 Education 492—Philosophy of Education (Section b)
 Education 572B—Psychology of Adolescence
 Physical Education 106—Activity Lab.

One O'clock Classes

Early Civilization 55
 German 1 (A)
 History 2—British History
 Music 41—Elementary Choral Technique and General Musical Knowledge
 Music 51—Choral Technique and Musical Criticism
 Music 52—Choral Technique and Musical Criticism (2 to 3 p.m. Tuesday, Thursday; 5 to 6 p.m. daily)
 Philosophy 52—Social Philosophy and Social Psychology
 Political Economy 67—Public Finance and Taxation
 Education 132—Art, Principles of Design and Composition (1 to 4 p.m.)
 Education 205—Social Studies and Community Problems (2nd three weeks)
 Education 307—Guidance (2nd three weeks)
 Education 309—Mental Hygiene (1st three weeks)
 Education 312—Audio-Visual Aids (1 to 4 p.m.)
 Education 314—Sociology
 Education 497—Principles and Practices of the School Program
 Education 508—Guidance
 Household Economics 11—Foods and Nutrition
 Physical Education 206—Activity Lab.

Industrial Arts Courses

See January issue of The ATA Magazine for announcement.

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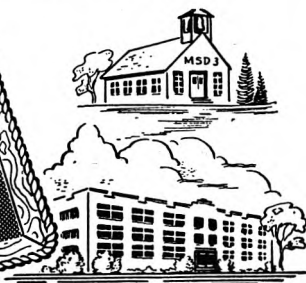
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Closing Date of Contest—December 22nd, 1950



FIFTY YEARS FIGHTING T.B.

All entries for the second Annual Essay Contest must be postmarked not later than December 22, 1950. Prizes to the value of \$1,500.00 will be awarded early next year to schools submitting winning Essays.



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The Contest, sponsored by the Alberta Tuberculosis Association, has the approval of the Department of Education, the Department of Public Health and the Alberta Teachers' Association. Judges are officials from each of the above groups.

SUBMIT AN ESSAY FROM YOUR SCHOOL

"The Essay Contest was very interesting, quite educational, and provided an excellent project for group discussion"—Teacher, 1949 Grade XII Class Winner.

Send your entries to: The Contest Editor, Alberta Tuberculosis Association, 340-7th Ave. W., Calgary.

The Alberta Tuberculosis Association

and the Christmas Seal Committees

Christmas Seals Fight Tuberculosis



OUR LIBRARY

The Art of Teaching—

Gilbert Highet, *Alfred A. Knopf Publishing Company*, (in Canada from *McClelland & Stewart Publishing Company*) 298 pp.

The Art of Teaching by Gilbert Highet differs from the better-known American texts on the subject in two respects. First, it is written by a Scotsman who has made his name not as an exponent of progressive education, but as a classical scholar. Born in Glasgow, Scotland, he graduated from Glasgow University and from Oxford where he lectured in classics until coming to Columbia University. He is now professor of the Latin language and literature. He has published several books, the best known of which is *The Classical Tradition*. Second, only a part of the book deals with the teacher proper, his qualifications and his methods. Part IV, almost 100 pages long, tells of great teachers and their pupils, and reads almost like a novel. In Part V, we learn that there are many other people besides professional teachers who teach. Fathers and mothers, husbands and wives, executives, doctors, clergymen, and priests—all are teachers in a broad sense. Parents teach their children; husbands and wives teach each other; propagandists, politicians, and artists teach the public.

The first part of the book has practical suggestions on how to be a good teacher. It covers in some detail various teaching methods. However, to Author Highet teaching is not a science. He says, "Of course,

it is necessary for any teacher to be orderly in planning his work and precise in his dealing with facts. But that does not make teaching scientific! Teaching involves emotions, which cannot be systematically appraised and employed, and human values, which are quite outside the grasp of science . . . Teaching is not like inducing a chemical reaction: it is much more like painting a picture or making a piece of music."

In short, teaching is an art.

How to Help Your Child in School—

Mary and Lawrence K. Frank, *The Viking Press*, (in Canada from *The Macmillan Company of Canada Limited*) 368 pp., \$3.95.

This book

- "takes parents into the school-room and shows how and what a child is taught,
- "covers a child's school years from nursery-school age up to junior high, discussing the routine of work and play in all grades,
- "explains what has been discovered over the last twenty years about how a young child grows and learns,
- "shows how this new knowledge is changing school methods, and how it can help parents to understand their own child's learning problems,
- "tells how the gap between home and school in the child's life can be bridged successfully.
- "reassures parents about their present school problems and advises how future problems can be avoided,
- "answers hundreds of pressing questions that parents today are

asking about their child and his school."

Dr. S. R. Laycock, dean of Education, University of Saskatchewan, says this about the book: "I am greatly pleased with *How to Keep Your Child in School* by Mary and Lawrence Frank. I regard it as a *must* for all parents and teachers. It has four main advantages: (1) It is written in an interesting and straightforward manner without attempting to be 'popular' and without being condescending. (2) It is written from the positive viewpoint of child growth and development and gives a bird's-eye view of the normal growth of boys and girls from birth to adolescence. (3) It shows that the education of a child is 'all of one piece'—that all his experiences in the preschool period and all his home and community experiences in the school period are a part of the child's development while at school. (4) It interprets to the parents the best in modern school practice and shows how they can work effectively with their partners—the school teachers."

Canadians at Work—

Maynard Hallman, *Longmans, Green and Company*, 289 pages.

"Canadians work at many vocations. *Canadians At Work* does not try to deal with all of these; many important kinds of work are not even mentioned in this book. Everything we eat, wear, or use has been supplied to us by nature. In Part I we shall see something of the work done by the Canadians

who harvest the bountiful riches which Nature has provided. Part II will show what other Canadians do to change these raw products into the things which we can use. Part III of the book tells of the work done by people who help to distribute the wealth of our land and the products of our factories so that all of us may benefit.

"To provide the kind of living Canadians now enjoy it has become necessary to cooperate. No one can provide everything for himself as did some of the early pioneers; each has come to work more and more for others and less and less for himself. We enjoy a better living now with less effort mainly because we have learned to specialize each in his own kind of work; because we have learned to cooperate with each other and because we have learned to put to work the forces of Nature for our benefit."

—From the Author's Preface.

Christmas Without Johnny—

Gladys Hasty Carroll, *The Macmillan Company of Canada Ltd.*, 230 pp., \$3.25.

"Written in Mrs. Carroll's most appealing vein, *Christmas Without Johnny* is not only a perceptive and stirring study of a troubled small boy, but a story that warmly and evocatively catches the spirit of the holiday season. As Miss Bessie, Johnny's teacher, says at the end, 'We'll all have Christmas because of Johnny. Because Johnny has given Christmas back to us.'"

Books are not men and yet they are alive,
They are man's memory and his aspiration,
The link between his present and his past,
The tools he builds with.

—Stephen Vincent Benet

Introducing Your Speaker

Dear Eric:

It was with much interest that I read the article by Bill Clark entitled, "Introducing the Next Speaker," which I found on page 4 of the September, 1950 issue of *The ATA Magazine*. It contains many good suggestions but I don't like the reference to John the Baptist and his introduction of the Lord. If my memory is correct Jesus was crucified and John the Baptist beheaded. I suggest that "Bill" find a happier illustration.

My best introduction was by the immigrant with a limited knowledge of English but with remarkable discernment and discrimination. In presenting me he said, "I am happy to present Mr. Selke, the 'jest' of the evening." He paused and then added, "I mean the 'gust' of the evening." Such an introduction will always break the ice between speaker and audience. I recommend such brevity and originality. It tends to work successfully.

Cordially yours,

GEORGE A. SELKE.

Vacation Certificates

November 15, 1950

To Registrars and Principals
Canadian Schools and Colleges.

We are pleased to inform you of the reduced fare arrangements which have been authorized by this Association for teachers and students of Canadian Schools and Colleges on account of the Christmas and New Year holidays:

Territory: Between all stations in Canada.

Conditions: Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares: Normal one-way first class,

intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale: Tickets to be sold good going Friday, December 1, 1950, to and including 12 o'clock noon Monday, January 1, 1951.

Return Limit: Valid for return to leave destination not later than midnight Wednesday, January 25, 1951.

Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

These certificates are only good for the purchase of railway tickets during the Christmas or Easter Holiday periods.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

Can. Passenger Association,

Roy H. Powers, Vice-Chairman.

Canadian Copyright Act

Dear Sir:

We have recently been in communication with the Chief Superintendent of Schools of the Department of Education of the Province of Alberta respecting a memorandum prepared by this Association directing the attention of music teachers to certain provisions of the *Canadian Copyright Act*. The Department of Education is arranging for the distribution of copies of the memorandum to school inspectors in the Province, and has suggested that, in view of the importance of this matter, it should be drawn to your attention with a view to publication

of the memorandum or a digest of it in *The A T A Magazine*.

Several copies of the memorandum are enclosed, and we trust you will feel entirely free to use it in whatever way you feel will most effectively bring the frequently overlooked question of copyright to the notice of teachers of music.

F. D. TOLCHARD, Secretary,
Yours very truly,
The Canadian Music Publishers'
Association.

Lesson Aids

Dear Sir:

The British Columbia Teachers' Federation has a lesson-aids service that may be useful to some Alberta teachers. The service offers a collection of over 170 units of teaching material in lesson form. These units

cover a wide variety of subjects, tests, projects and teacher information as well as tips on classroom procedure. The cheapest are 3c—the most expensive 30c.

A complete catalogue of these units may be had free by writing to: The Secretary, Lesson-Aids, 1300 Robson Street, Vancouver, B.C.

Yours very truly,
L. W. Greenwood, Secretary,
Lesson Aids,
British Columbia Teachers'
Federation.

Life Membership

Dear Eric:

For some time I have intended to write to you and express my thanks to the Association for voting for me the Life Membership in the Association.

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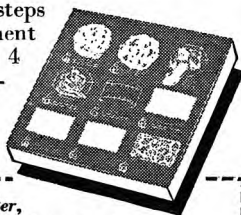


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I can assure you that it is much appreciated and will serve to remind me of the many associations with the membership. It will also call to mind the many struggles in the early days of the Association and the many trips about the province with the late John Barnett and other early leaders.

The organization has come a long way since those times and is a real monument to the energy and determination of the former secretary. The work of the association must go on for there is still much to be accomplished and I am sure under your experienced guidance new heights will be reached while you have the support of the membership.

Retirement has its advantages but it also has its lonely moments when the thought comes of so many kind friends whom one does not see any more. The Life certificate is doubly acceptable as a remaining bond with the organization and its membership.

Yours fraternally,

H. D. AINLAY.

Supplementary Pensions

Dear Sir:

The members of the Retired Teachers' Club wish to convey through you to the Alberta Teachers' Association Executive their appreciation of efforts on your part to secure for them an increase in pension.

They are grateful also to those members of the profession through whose whole-hearted zeal the increased benefits have been secured.

A. D. L.,

Corresponding Secretary,
Retired Teachers' Club.

Dear Sir:

I wish to express my appreciation and gratitude for the increase in my monthly pension.

I would have acknowledged this bonus sooner, but I have been awaiting information from an Edmonton teacher friend in regard to this bonus as I was not certain how long it would be granted. But today I re-

ceived the good news that the \$65 monthly pension is to be permanent.

This has made me very happy and grateful and I sincerely thank the Association that was instrumental in obtaining this supplementary allowance for us.

Yours truly,
M. J. M.

Dear Sir:

Will you please convey in some way my very sincere appreciation to the membership of the ATA for the increased monthly cheque in the pensions of those 170 old members who comprised the first batch of pensioners under the first *Alberta Teachers' Retirement Fund Act*.

I assure you it has come in at a most opportune time.

With sincere regards,
T.F.B.

U.N. Project

Sir,

Thank you for your kind letter of August 8. I will endeavour to let you have an article at a later date. Some changes are being made here and I am hoping to go further with the U.N. project during the coming term. Next year we hope to go to Europe, at least, that is the goal.

We are pleased at the vast amount of publicity which our tour has brought to Alberta. We were entertained royally everywhere we stopped, guests of city governments, education authorities, etc. Truly, Alberta was leading the way in this great experiment. In Regina, Mr. Lloyd, minister of education, was on the welcoming committee and sat down to dinner with us at the Chamber of Commerce banquet. He also arranged for the children and myself, to demonstrate and explain our project to a great crowd of high school teachers, who were together for the purpose of marking examination papers. The whole project was well received.

Toronto treated us in real style. We



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were given a banquet, guests of the Mayor and other civic officials. The Ontario Hydro Commission were our hosts at Niagara Falls. At Ottawa it was the turn of Air Marshall G. O. Johnson, head of the Ottawa U.N. Association to be our host. We also made a news reel there, for the National Film Board, which was shown on Broadway, New York, two nights later.

At Lake Success, we put on a "mock" session, right in the real Security Council Chamber, sitting in the seats of the Security Council members. Our Russian delegate did his "walk out" from Mr. Malik's seat, much to the amusement of an American audience who were there waiting for the real Security Session to start. We spent five days at Lake Success and did a World Wide broadcast from United Nations Radio.

At Washington, D.C. the Calgary "cowboy" hat was taken by Bill Simmons, President Truman's Aide, and now rests on the Presidential hatrack next to the President's Mexican "cowboy" hat. Mr. Truman was tied up with the War Cabinet, we only got a glimpse of him, but he sent out word that we were to be taken all over the White House offices, even into the famous "Fish room" and the rose garden, where even American children never go. A kindly coloured servant of the President took us everywhere and explained everything to us.

We had the run of the White House for the entire morning of the visit.

Our visit with the Vice-president will not be easily forgotten. He came out of the Senate chamber to meet us in his private office. He signed all the children's autograph books and chatted with the kiddies for fifteen minutes. He then arranged for us to sit in the distinguished visitors' gallery of the Senate. Each child was presented with a lovely pencil embossed with the U.S. Coat of Arms, and endorsed — United States Senate. These were gifts of the Vice-president. All these arrangements were made by Mr. Chas. Nichols of the Washington Press Club, really a great host.

We came home a little ahead of original plans. American dollars were running short. No one will know what a headache it was to plan the dollar spending. Fourteen in the party and living costs in the United States very high. Hotels, well you have to pay what they ask, or else. On top of that — kids are always getting hungry in spite of banquets in their honour.

I said I would write you an article later, it looks like I've already written one. However, so much happened on the trip that it will take hours to tell about. We are all tired but I like to think that we did a good job for our province and education in general.

Yours sincerely,
G. G. FELLOWES.

English Language for the Senior High School

(Continued from Page 11)

(1) Language problems in general: origin of language; dialects and standard speech; relationships between languages.

(2) The changes in languages: vocabulary — loan-words as "the

milestones of civilization"; changes in sounds; changes in spelling; changes in the forms of words and, thus, in syntax.

(3) The structure of Modern English, as this can be illustrated by the writings of the best known authors.

Sense of Humor and Different Dresses

Dr. Paul Witty of Northwestern University, originator and judge of the annual "Best Teacher" contest sponsored by the Quiz Kids radio show has listed twelve qualities of a good teacher. His list was compiled from some 90,000 letters sent in by school children.

A good teacher has, in the children's opinion,

- (1) a friendly attitude
- (2) consideration for the individual
- (3) patience
- (4) wide interests
- (5) good manners
- (6) a sense of humor
- (7) fairness
- (8) a good disposition
- (9) an interest in the individual
- (10) flexibility
- (11) generosity
- (12) skill

Some extracts from his report reveal that a good teacher doesn't "yell, holler, scream, shout; get angry, mad, furious; fly off the handle; pound the desk; fuss; fly in a rage; bite your head off.

"She doesn't have pets. She never makes fun of any pupil before the class.

"She doesn't wear the same dress every day."

—Time.

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ALBERTA

News from Our Locals

Purvis and Koziak

Speakers at Andrew Sublocal

Guest speakers at the first meeting of the Andrew Sublocal were Neil Purvis, superintendent of schools in the Lamont Division, and J. F. Koziak.

The twenty teachers present at this meeting elected the following executive: N. A. Melnyk, president; Pearl Wakaruk, vice-president; Nattalie Rudko, secretary-treasurer; Irene Calder, Mary Savitsky, Phyllis Pesaruk, social committee; Kost Hrehirchuk, nominating committee; George Topolnisky, auditing committee.

Raising Scholastic Standards Project of Barrhead Local

The Barrhead Local held its fourth meeting of the year on November 18. Although the attendance was rather small, the members present attacked the business at hand with the enthusiasm evidenced in the previous meeting.

The awards committee reported on the progress it has made in finding suitable awards for students, and schools, which show outstanding ability and performance in scholarship and in sports. We will be hearing more from this committee in the near future.

The members showed great interest in the plans for the project chosen for this year's study, namely, the examination of ways and means by which the scholastic standards can be raised in this division. With the cooperation of their progressive superintendent, E. C. Stehelin, it is hoped that a one-day workshop type of institute may be held in the near future, which will give our whole divisional staff an opportunity to discuss the various facets of this broad but very important problem.

Bawlf Sublocal

At the first meeting of the Bawlf Sublocal the following executive was elected: Angus Smith, president; Henry Windsor, vice-president; Elizabeth Stokoe, press correspondent; Hazel Berg.

Camrose Sublocal Decide On Spring Rally

The Camrose Sublocal held its first meeting at the John Russel School. The new slate of officers are Maxine O'Riordan, president; Olive Moisey, vice-president; Irma Reinhardt, secretary; correspondent, Ed Basant; salary negotiating committee, Lorraine Grundberg, C. Protti, and Cecile Shaw. A teachers' local rally was suggested by Charles McCleary, and it was decided to hold such a rally next spring prior to the East Convention. Education Week will be held from March 4 to 11, 1951, and the necessity for early planning of the program for that week was stressed in order to give the press ample time to publish the events.

Education Week Dis- cussed by Camrose Local

All members of the local were present November second for the executive meeting called to plan the activities of the local for the year.

Sublocals are asked to be ready for a visit from the executive. Be prepared to get acquainted with your executive — Helen Brager, president; Grace Studholme, vice-president; Oscar Fadum, past president; Charles McCleary, secretary-treasurer; Edna E. Gish, press correspondent; councillors, Albert Therou, Malcolm McDonnell, and Ken Alackson.

Education Week as a means of publicizing our profession was a topic of the meeting. The following sugges-

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tions were made: (1) send articles with pictures to the local papers, (2) work through or with the home and school, and (3) have a parents' day at the school.

Suggestions were made to Mr. Therou to talk to the negotiating committee with regard to the proposed salary schedule to be presented to the board.

The pros and cons of zone meetings were discussed.

It was moved that the secretary-treasurer of the local be paid fifty dollars per year for his services.

Caroline Sublocal

The handwriting section of Bulletin Three was discussed at the November meeting of the Caroline Sublocal on November 8. Duane Forsyth asked to resign as councillor of the sublocal due to conflicting official positions and Edna Von Hollen was elected to take his place.

Town and Country Represented on Clandonald-Dewberry Executive

Officers elected for the Clandonald-Dewberry Sublocal were, president, Allen Ronaghan; vice-president, Rhoda Irwin; secretary-treasurer and press correspondent, Sheila Purves; councillor, Martin Bruce. Country and town schools are equally represented on the executive so there is a promising outlook for an active year. Sublocal dues were set at one dollar. Mr. Bruce was appointed to contact the executive of the local regarding financial assistance.

Clover Bar Sublocal

On November 4, the teachers of the Clover Bar Sublocal held their second meeting for 1950-51. The twelve members present made many plans for the year's activities. Officers elected were president, Val Roos; A. E. Hohol, vice-president; Dorothy Lowrie, secretary-treasurer; Mary Cross, press correspondent; councillor for the local, L. L. Piercy; track meet president and

secretary, Tory Westermarck and Grace Chichak, respectively. Mr. Piercy moved a vote of thanks to Mr. Roos for his interest and work while acting as president.

Nelson Reports to Coalhurst-Nobleford Sublocal

Teacher-sponsored musical festivals and track meets were topics of discussion at a recent well-attended meeting of the Coalhurst-Nobleford Sublocal.

L. D. Nelson, vice-president, gave a report of his impressions of the Banff Writers' Course which he attended last summer. This report dealt with several interesting and worthwhile ideas pertaining to writing with a view to promoting professional interest.

Correspondence School Branch Local

Members of the Correspondence School Branch Local held a meeting on October 20 at the Museum of Arts and thoroughly enjoyed the entertainment arranged by William McKay. Eva Saito of Alberta College showed how impressionism affected every field of fine arts in a similar way and gave a delightful illustration of impressionism as expressed in music by playing several selections of Debussy. Frank Page then told of his trip to England and France, with special reference to Suffolk and Paris.

Drumheller Sublocal

The Drumheller Sublocal met in September at the Drumheller Intermediate School. The slate of officers elected for the coming year include, president, Dora Edwards; vice-president, Hugh McCall; secretary-treasurer, Isobel Sinclair; councillors, Fred B. King, Edward Halina, Clifford Harvey. Several questions were raised re the pension plan, and a committee was named to study the pension act and to make a full report to a future meeting. William Eno reported on the

field day held at Rosedale last spring.

The annual convention at Calgary and the local business meeting to be held at that time was the topic of discussion at the October meeting held in Nacmire.

At the November meeting in Midlandvale, the local decided to hold several local meetings in Drumheller during the year instead of the one meeting at convention; to pay an honorarium to the secretary-treasurers of sublocals with a membership of more than fifty; to appoint the executive of the sublocal as councillors to the local.

Teacher Rating Test Given At Edberg-Meeting Creek Meeting

The following officers were elected at the sublocal meeting on October 25; Jack Moffatt, president; John Paetkau, vice-president; Gunhild Fjalestad, secretary-treasurer; Marlys Murphy and Vivian Peterson, press correspondents.

At the November meeting Eldon Olstad gave an informative talk on guidance as William Lehmann conducted a Laycock self-rating test for teachers.

Elk Point Teachers Reorganize Sublocal

A good representation of town and rural teachers attended the annual meeting of the sublocal on October 21. Plans for the ensuing year were discussed and it was decided to hold a festival at Elk Point with May 23, 1951, as a tentative date. A committee was appointed to arrange the program.

The sublocal also decided to take advantage of the circulating projector and film slides and appointed a committee to arrange an itinerary.

R. E. Beattie, principal of Elk Point Public School, was re-elected president by acclamation. Other officers are Nellie Merrick, vice-president; B. N. Sumpton, secretary-treas-

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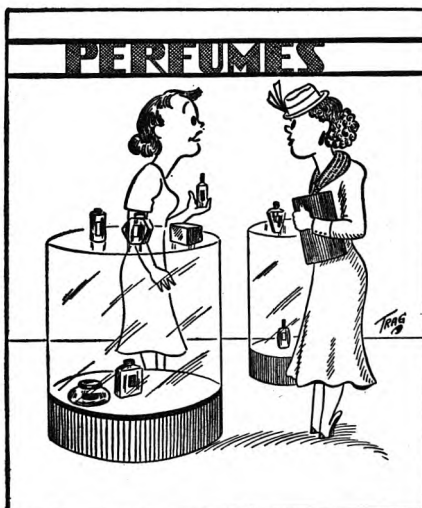


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urer; James Stewart, press representative.

Fairview Sublocal Discuss Life Magazine on Education

The Whitelaw Sublocal and the Fairview Sublocal have amalgamated into the one sublocal. Henry Hennig was elected president at the first meeting, E. E. Oliver, vice-president; Bernard Roe, secretary-treasurer; and Eileen Kowalchuk, press reporter.

Representatives chosen to help plan the spring musical festival were Grace Thordarson, Ada Paul, Grace Shepherd, Vera Boyd, and Sister Agnes.

Vera Boyd and Robert Chapman presented a report on *Life* magazine on American education. The members discussed and analyzed the Canadian educational system and compared their answers with those in the magazine.

Hardisty-Czar Sublocal Consider Pooling Expenses

Officers for the year were elected at Amisk on November 8. They are Albert Thompson, president; Osborne Broemeling, vice-president; Edna Tait, secretary - treasurer; Allan Strandberg, press correspondent.

Meetings will be rotated among the towns, with the home staff providing the program. Pooling of travelling expenses for meetings was considered as it was felt that this might improve attendance. No definite decision was made on this matter.

High Prairie Local To Publish Bimonthly Newsletter

Members of the executive of the High Prairie Local met on October 28 to discuss plans for a track meet. They set the tentative date of June 1, 1951, for the meet and elected B. G. Halbert as track chairman. He was requested to present several recommendations to the divisional board.

The executive also decided that a newsletter to contain news and personals from the entire division be

published every two months and a copy sent to each teacher. This newsletter is to be edited by the press correspondent on receipt of news from the sublocals.

Innisfail-West Sublocal

The Innisfail-West Sublocal held its second meeting at North Raven on November 1, at which time the following officers were elected: William Mewha, president; Lucy Nelson, vice-president; Betty Jennings, secretary; Inez Gearhart, press correspondent. Discussion and plans for another profitable year completed the business meeting.

Innisfree-Ranfurly Sublocal

On November third, the teachers of the sublocal held a reorganization meeting and elected the following officers: Nicholas Hyrnyk, president; John M. Urichuk, vice-president; Olga Soldan, secretary-treasurer; Sam Woloshyn, councillor; James Thompson, press correspondent.

The sublocal plan to hold a joint meeting with the Mannville-Minburn Sublocal at a later date. The members of the sublocal are forming a badminton club with the hope that it will encourage better teacher, parent, and pupil relationships.

Jasper Sublocal Hear Of Trip to Europe

At a meeting of November eighth, Tom Siddall of the high school staff gave a very interesting account of a trip taken during the summer to Europe where he visited the British Isles, France, Switzerland, Italy, and Greece. Mr. Siddall brought back many interesting pictures, especially of the ruins of Athens.

District Representative at Lac Ste. Anne Meeting

Sixty-three teachers registered at the annual general meeting of the Lac Ste. Anne Local on October 24. Salaries, annual ball tournament, and

teachers' pensions were topics of discussion. District representative Frank Edwards was present.

Officers for the year are George Crawford, president; T. F. Johnson, vice-president; F. J. Woodhouse, secretary-treasurer; Doris Kuntz, press correspondent; teacher representatives to board meetings, Henry Pylypow, Paul Smith; councillors, T. F. Johnson, J. Dickson; salary schedule committee, George Crawford, F. J. Woodhouse; track meet committee, J. Dickson, R. L. Thompson; convention committee, D. Sether, R. A. Hale.

Lethbridge City Local

The regular monthly meeting of the local was held in the junior high school on November 8 with President G. S. Lakie presiding.

Rev. Nelson Mercer of Southminster United Church as guest speaker gave a short introductory address on the life habits of the buffalo on the early Western plains. This was much enjoyed by all present.

Ald. Reg. Turner, chairman of the collective agreement committee, presented plans for meeting the board regarding cost-of-living increments and Past President F. A. Rudd introduced a resolution to be forwarded to the CTF for presentation to the Minister of Finance asking for professional fees and professional expenses to be

deductible from income for income tax purposes.

All executive meetings of this local will be held in the junior high school on the first Wednesday of each month and all regular meetings in the same place on the second Wednesday.

Medicine Hat Rural Local

The local held its annual meeting on November 10. The following officers were elected: J. C. McPhail, president; T. H. Curran, vice-president; J. S. Engel, secretary-treasurer; councillors, J. A. Herbach, E. P. Tumbach; negotiating committee, J. C. McPhail, G. E. Smith, E. P. Tumbach, W. H. Baker, J. Leismeister; press correspondent, B. L. Stone.

The meeting was briefly addressed by N. A. Wait, district representative, and Eric C. Ansley, provincial general secretary.

Teachers Meet At Bashaw

Six of the eight members of the Camrose Local executive, three as visitors were present at the **New Norway-Ferintosh - Bashaw Sublocal** held on November 13.

Albert Therou, Malcolm McDonnell, and Grace Studholme each had a few words to say with regard to local matters.

As spokesman for the negotiating committee, Michael Bartman spoke on

Shown at left, M. E. LaZerte, guest speaker at the Grande Prairie Convention; right, Harold McNeil, president of the convention.



the planned salary schedule. There was much discussion for and against having general get-togethers of all the teachers in the Camrose Local.

Edna Gish reported on her interesting experiences at the Banff ATA Workshop last August.

New Sarepta Sublocal

Officers elected at the November sixteenth meeting of the sublocal were: Frank Holubowich, president; Ruth Logan, secretary - treasurer; councillor, Val Loos; program convener, Myrtle Lundy; Irene Quesnel, press correspondent.

Scholastic activities were discussed and arrangements were made for the Christmas festivities at the New Sarepta Consolidated School.

An invitation was extended to the drivers of the school vans to attend the next sublocal meeting and participate in the discussion of matters relating to the welfare of the children en route to and from school.

Okotoks Sublocal

The Okotoks Sublocal held its first meeting on October 23 and elected the following new slate of officers: J. Wilson, president; F. Van Tighem, vice-president; Lena Scott, secretary-

treasurer; Winnifred Murphy, district councillor.

The convention and salary schedules were discussed.

Olds Local

The Olds Local appointed the following members to serve on its executive for 1950-51: president, Henri Forgues; John Weir, vice-president; secretary, H. Stiles; press correspondent, A. E. Booker. Conveners for the music festival were also appointed.

Provost-Hayter Sublocal Prepare for Festival

Cadogan School was the meeting place of the sublocal on November 9.

Frank Paege gave a report to the 19 members present on the progress of the festival committee. Other topics discussed were Education Week and program material for future meetings. Following the business meeting the teachers broke into three groups to discuss problems of interest to those in each division.

Round Hill-Hay Lakes Sublocal See Education Film

The Round Hill to Hay Lakes Sublocal held its second meeting on November 16. A proposed salary sched-



ule, drawn up by the salary negotiating committee of the Camrose Local, was discussed and a proposal to hold a teachers' rally in Camrose early in December was endorsed by the group.

A short program, consisting of a display and discussion of art work in the elementary grades, and a showing of a number of slides of the education facilities in the Northwest Territories, was presented by the Kingman teachers.

Stettler Sublocal

Twenty-two teachers attended the October meeting held in the Botha School. It was decided to hold future meetings on the third Thursday of every month.

Betty Palate, who taught in the Latin Americas last year, gave a very interesting and informative report on the educational system in Guatemala.

Workshop Representative Taber Local President

The new executive in the Taber Local this year is headed by Arthur Storey, last year's representative to the Banff ATA Workshop. With ideas and enthusiasm being instilled in the teachers by the workshop plan, they are looking forward to an encouraging year. Other members of the executive include Price Gibb, vice-president; Dorothy Williams, secretary-treasurer; Ted Aoki, C. D. Kelly, councillors to the Annual General Meeting; Stan Leavitt, press correspondent; and Ines D'Appolonia, public relations officer.

Second Monday Meeting Date for Taber Sublocal

Officers elected at the November thirteenth meeting of the sublocal are: F. Peterson, president; N. O'Hare, vice-president; Ines D'Appolonia; social conveners, Iona Taylor, Fern Wilson; lunch committee, Evelyn Taylor, Wanda Beaumont; councillors, Fred Sproule, J. MacKinnon; press correspondent, Geraldine Farmer.

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The second Monday of the month was chosen as the regular meeting date.

Dorothy Williams, secretary of the Taber Local, gave a report of the recent executive meeting. Mr. Storey requested that the sublocal provide some suggestions for building a library of professional reading for teachers.

Thorsby Sublocal

Thirteen members present at the September meeting of the sublocal elected R. Peterson, president; E. Raitz, vice-president; Joyce Easton, secretary-treasurer; Eira Jones, press correspondent.

At the October meeting, the twenty-nine members present discussed the formation of a sublocal at Breton.

The program for the evening included (1) a discussion on "Grammar in the Schools" led by Miss Jones, (2) a report on reading and I.Q. testing throughout the Strawberry Division given by W. Moysa.

Tofield Sublocal

The teachers of the Tofield Sublocal met on October 26 and elected the following officers: president, K. Fraser; vice-president, Lennie Graham; secretary-treasurer, Josephine Mulick; councillor, A. Elliott; track representative, C. Ott; publicity director, Claude May; press correspondent, Marie Leseach.

Supt. Hannochko At Two Hills Meeting

Present at the second meeting of the sublocal on October 2 was F. Hannochko, superintendent of schools, who spoke on general classroom procedure. His talk dealt with discipline, guidance, report cards, pupil cumulative record cards, and classroom environment in general.

The teachers selected "The Improvement of English" as the project for the year. Special emphasis is to be placed on the reading program. Mr.

Hannochko offered to report on the details of the project at the next meeting.

Vulcan Sublocal Discuss Salary Schedule

The November meeting of the Vulcan Sublocal was held on November 14 with fifteen in attendance. The following slate of officers were elected: president, Ruby Schierman; vice-president, H. T. Ulmer; secretary-treasurer, T. T. Humphrey; press correspondent, Hazel Cameron.

This was followed by a period of discussion of some technical points regarding the salary schedule.

Wanham-Tangent Sublocal To Obtain Projector

The new executive, elected at the convention held in Spirit River on September 26, is as follows: president, R. Olshanowski; vice-president, Sister Anne; secretary, A. Zmean; press correspondent, Stafka Misunis.

Two meetings have been held at Tangent and Wanham respectively. At the first meeting, a very interesting talk on creative art was given by M. Peterson, and a good demonstration of finger painting and marbling paper was given by Sister Anne.

M. Olshanowski was elected to be in charge of making arrangements to obtain a projector for the schools of the sublocal.



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At the second meeting, Miss Heller gave a demonstration on the care and operation of a projector. No definite word had been received about obtaining the projector.

Warner-Wrentham Sublocal Discuss Rent Increases

The second regular monthly meeting of the sublocal was held on November 14 in Warner. Eighteen members and two visitors were in attendance. Doyle Nelson, who attended the Banff Writers' Course this past summer, reported on what he had gained there. Bill White, formerly a teacher in the Lethbridge School Division, was the other guest and came as an old friend to renew acquaintances.

Rent increases for teacherages by the divisional board were discussed and the legality of the increases was questioned as the board had given no official notice of the increase.

Westlock-Tawatinaw- Pibroch-Clyde Sublocal

Officers elected at the organization meeting held in Westlock on November 15 were: president, G. Brimacombe; vice-president, C. W. Poloway; secretary-treasurer and press correspondent, Margaret Forbes.

It was decided that meetings be held on the first Wednesday of each month, and that topics for discussion at future meetings should be of general interest to all grade levels that are professional rather than academic.

Wetaskiwin Sublocal

Charles Bailey of the junior high school staff was elected president of the Wetaskiwin Sublocal at a recent meeting. Thirty teachers were present; twenty from the city and ten from neighboring rural schools. The executive hopes this year that a larger number of the rural teachers will be present for the meetings.

Others on the executive are August Stolee, past president; Nancy Cherniwchan, vice-president; Shirley Swinton, secretary-treasurer, and B. A. Munn and Vaden Wybert, councillors to the local. Meetings will be held the first Wednesday of each month.

Willingdon Sublocal

A well-attended meeting of the Willingdon Sublocal was held September 21 and the following executive was elected: George Kolotyluk, president; E. Sadoway, vice-president; V. Verenka, secretary-treasurer; J. M. Cherniwchan, press correspondent; N. W. Svekla, councillor; A. Oneschuk, S. Sklepovich, program committee. Mr. Svekla was thanked for his service to the sublocal as secretary for twelve years.

A motion was passed that Willingdon and Hairy Hill sublocals hold meetings together thus assuring more successful meetings since the membership in each is small.

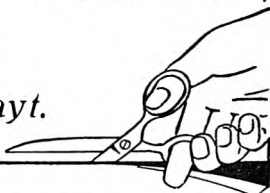
THE BOSS AND THE LEADER **H. Gordon Selfridge**

The boss drives his men; the leader coaches them.
The boss depends on authority; the leader on good will.
The boss inspires fear; the leader inspires enthusiasm.
The boss says "I"; the leader says "we".
The boss says "Get here on time."; the leader gets there ahead of time.
The boss fixes the blame for the breakdown; the leader fixes the breakdown.
The boss knows how it is done; the leader shows how.
The boss makes work a drudgery; the leader makes work a game.
The boss says "Go!" The leader says "Let's go!"

CLIP CORNER

By

Clayt.



The more you can identify people with any specific project, the greater the chance for success of that project.

Each subject has its own contribution to make and should not be taken over completely by an integration of subjects in a school curriculum.

The classroom should be under the guidance but not the domination of the teacher.

People who complain about taxes can be divided into two groups—men and women.—J.B.

Often the grouch the woman nurses is her husband.—E.G.

"I can't get along with my boy friend lately," complained the teenager. "He ignores me, and if there's anything that makes me mad it's ignorance."

In matters which he does not understand, the wise man will always reserve his judgment.

Everyone grumbles about his memory, but nobody complains of his judgment.

Pedigese is the art of putting the things you know into words you don't know.

Lovely Secretary: "Will you let me have next week's pay in advance?"

Boss: "No, I promised my wife I would not make any advances to you."

"How can I know what I think until I hear what I say?"

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● **Will we get enough teachers?** No, never, at this rate, we will be short forever!

● **The story of The County Act** is becoming more and more like the story of *Little Red Riding Hood*. The only question now is who is going to kill the "big bad wolf"?

● **What will happen** when the teachers who have accepted bursaries find that their school boards have no jobs for them? Will the boards release teachers from their bursary-contracts without penalty, or will they terminate the contracts of some teachers with high salaries, which will save money?

● **Mud was encountered** on the roads at most conventions this fall. Some even got inside. Now, mud is not a good substitute for roads, or for the "cement of brotherly love and friendship."

● **The most original** kinds of entertainment this fall were at the Hanna and Medicine Hat conventions. The "newspaper dance" at one convention was no doubt copied from the "douks" who stopped at the Hat for a brief—very brief—performance on their way east as "guests" of the government.

● **The president of the "immature"** section of a certain political party in Alberta who "popped off" about communists in Calgary schools and in the Faculty of Education staff is reported to have gone to some sort of school for beginning politicians. Not a bad idea.

● **Hundreds of acres** of wheat have not been threshed and may be a total loss. This means no returns to many farmers for their work this year. Teachers sympathize with the farmers, but, perhaps, they should mention to the farmers that teachers have invested all they have in an education; that they also want a fair return on their investment; and can't stand

having their "crop" frozen any better than the farmers.

● **Some people say** that anyone can teach; others say that anyone can farm; still others say that anyone can run a grocery store or a service station. But, every year, hundreds fail in teaching, in farming, and in small businesses.

● **There must be something** about being a mayor or a municipal councillor that makes quite ordinary persons in such offices think that teaching and schools are of little account, and that the municipal people could run the schools better than any school board.

● **The idea is common** at all levels. The minister of municipal affairs seems to have a hankering to take over the schools, directly or indirectly, and will, if *The County Act* can be imposed on the people of Alberta.

● **The Judge Commission** was a one-man show headed by the deputy minister of municipal affairs. Under 293a of *The School Act* all appeals are made to the deputy minister of municipal affairs who acts in his sole discretion and from whose judgment, right or wrong, there is no appeal.

● **Even the mayors** of two of our largest cities have caught the idea and claim they could run the schools better and at less cost than the school boards are doing. Modesty certainly isn't their strongest trait. Further, to date, some people think, neither has proved to be "much of a shakes" as mayor.

● **Uniformity and more centralized control** seem to be the trends in Alberta legislation. Uniform city charters. The County Act. The licensing of the professions. All of which is very disturbing. Uniformity that is imposed on a people is not good. It has often led to loss of freedom and to dictatorship.